

Moston Fields Primary School

Brookside Road, Moston, Manchester M40 9GJ

Inspection dates

24 to 25 April 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors provide clear direction for the school. This has led to significant improvement in all aspects of the school's work.
- Leaders' improvement plans identify accurate priorities for development. Actions are carefully monitored at regular intervals and the impact on outcomes is evaluated.
- Middle leaders receive effective training to enable them to lead their subjects well. They use ongoing assessment successfully to improve pupils' progress.
- Additional funding is used effectively to ensure that pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils make strong progress.
- Pupils in all year groups enjoy reading. They read a wide range of books, which contributes to the good progress that they make.
- Pupils' progress in writing and mathematics is strong. This is because teachers provide well-planned opportunities for pupils to practise their skills across the curriculum.
- Teaching across the school is good and some is highly effective. Teachers have secure subject knowledge and plan lessons that excite pupils, ensuring that they are eager to learn.
- Pupils' behaviour is good. They are polite and show respect to each other. Relationships between pupils and adults are positive. The focus on pupils' individual rights and respect for all is evident in every aspect of the school's work.
- Learning in the early years is good. Leaders' expectations are high and children's progress is strong. They are prepared well for Year 1.
- School leaders provide a rich and exciting curriculum. This contributes effectively to the improving progress that pupils are making.
- Absence and persistent absence have reduced significantly for all groups of pupils due to leaders' effective strategies.
- Pupils' outcomes are improving quickly across the school. Teachers typically use assessment well to plan the next steps in pupils' learning. However, the most able pupils do not make the progress they should, and strong teaching has not had time to fully compensate for previous gaps in their learning.
- Despite making good progress, pupils, especially in upper key stage 2, have a way to go to overcome previous underachievement.

Full report

What does the school need to do to improve further?

- Further strengthen teaching, learning and assessment in the school by ensuring that teachers plan sufficient challenge in their lessons for the most able pupils, especially in key stage 2.
- Improve pupils' outcomes by building on the current good progress in order to enable pupils to overcome previous underachievement, especially in upper key stage 2.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and senior leaders took up their posts after the previous inspection. Their effective actions have ensured that this is a rapidly improving school. The approaches introduced to improve the teaching of reading, writing and mathematics are embedded. Their positive impact on current pupils' progress is now evident across most subjects and year groups. Consequently, pupils' outcomes are rapidly improving towards being good.
- The values of 'individual rights' and 'respect for all' lie at the heart of everything the school does. These are clearly articulated throughout the school. They embody high expectations, which results in pupils' positive behaviour and constructive attitudes to their learning.
- Leaders, including middle leaders, have a clear understanding of what the school does well and what needs to improve. This knowledge informs detailed and effective plans, which focus on improving outcomes for pupils who are not making the progress that they should. For example, there has been success in improving the progress of current pupils. This success has been achieved at the same time as helping the most able pupils and those in upper key stage 2 to overcome previous gaps in their learning.
- Staff training is tailored to help meet the school's priorities and the individual needs of staff. The ambitious culture of leaders has contributed to a sense of purpose and a rise in staff morale. As a result, the quality of teaching has improved, and teaching is effective in a wide range of subjects. For example, published data demonstrates an improvement in the proportion of pupils who achieve the expected standard in the Year 1 phonics screening check.
- Teachers in charge of curriculum areas are effective. They are well supported by senior leaders, and they appreciate the clear systems that support and guide their work. They are confident in planning strategically for their own subjects. In particular, the progress of current pupils in science has improved.
- School leaders have a strong focus on ensuring that disadvantaged pupils make good progress. Leaders ensure that the pupil premium funding is deployed effectively to eradicate any gaps in the knowledge and skills of those pupils eligible for the grant. The progress of disadvantaged pupils is improving as a result.
- Leaders use funding to support pupils with SEND effectively. Leaders are very clear about the positive impact their actions have on these pupils' personal development and learning behaviours.
- Leaders make effective use of the physical education (PE) and sport premium. As a result, a greater number of pupils take part in sports than in the past, and they are achieving success in inter-school competitions. Leaders also identify where PE can be used across the curriculum to improve outcomes for pupils, such as orienteering opportunities and the promotion of healthy lifestyles.
- Staff and governors have designed an exciting curriculum that enthuses pupils to learn. They plan how this can be best implemented and regularly evaluate how this supports pupils' learning. Topics and activities provide pupils with opportunities to make

connections between different subjects. For example, key stage 2 pupils produced scatter graphs in science after measuring their heart rates during physical activity.

- Leaders effectively develop pupils' spiritual, moral, social and cultural understanding through curriculum and topic work. The many opportunities pupils have to reflect on their learning in these areas also contribute to pupils being well prepared for life in modern Britain.
- The school's development has regularly been checked by the local authority. The local authority has provided valuable support to senior leaders and the governing body as well as appropriate challenge to improve the school.

Governance of the school

- Governors provide clear, strategic direction for the development of the school, which has contributed to improvements since the last inspection. Governors question and challenge the information provided by leaders to ensure that actions taken improve the quality of education. They attend appropriate training. They analyse data, which contributes effectively to their ability to challenge information that they receive. They have a clear understanding of the strengths and weaknesses in the school.
- Governors have a secure knowledge of the information about pupils' progress. They check that additional funding, such as the pupil premium grant, funding for PE and funding for pupils with SEND, is spent effectively and makes a positive difference for those eligible pupils. Governors offer as much support and challenge as possible to make sure that pupils overcome previous underachievement.
- Governors undertake their range of responsibilities effectively. They fulfil all their duties, such as ensuring that safeguarding procedures are suitable. They have used the skills and knowledge of all governors to good effect. Meetings have been reorganised so that governors make productive use of time, while ensuring that they fulfil their statutory responsibilities.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders, including governors, place a high importance on safeguarding. Staff know how to recognise and report concerns, using the school's procedures. There is a strong, coordinated response to safeguarding children. Leaders with responsibility for safeguarding make referrals promptly and work closely with a range of external agencies to minimise the risk of harm to vulnerable pupils.
- The school's safeguarding and welfare team ensures that all procedures to keep pupils safe are implemented thoroughly. Secure checks are made to ensure the suitability of staff to work with children in the school. Records are organised efficiently and leaders ensure that child protection referrals are dealt with swiftly. This helps to secure a vigilant culture of safeguarding in the school.
- The school's curriculum teaches pupils to safeguard themselves increasingly well. Pupils told inspectors that they know how to keep safe. The school provides updates to pupils about relevant issues that they may experience, such as the dangers of social media,

road safety and online safety.

Quality of teaching, learning and assessment

Good

- Effective teaching has a positive impact on learning, and current pupils make strong progress in a wide range of subjects as a result. Teachers have good subject knowledge that allows them to provide pupils with clear explanations and instructions. They plan imaginative activities that capture pupils' enthusiasm and inspire a thirst for learning.
- There is a purposeful and productive atmosphere in almost all lessons. Teachers create positive relationships with pupils which are very constructive to learning. Pupils listen to teachers' explanations and follow instructions carefully.
- Improvements in the teaching of English have contributed to pupils' writing skills developing effectively both in English lessons and across other subjects. Frequent writing opportunities are provided for pupils to develop their skills. Pupils' work contains fluent and lengthy pieces of writing. For example, in lower key stage 2, pupils' writing of reports on habitats provided examples of good-quality work.
- Reading is given a high priority across the school. Teaching is effective. Teachers develop pupils' skills by fostering a love of reading. Good-quality texts are central to the delivery of the school's curriculum. Pupils are encouraged to read regularly to develop their fluency and understanding of the text. This has contributed to the good progress and improving outcomes in reading across the school. Pupils spoke enthusiastically about the authors and the books that they enjoy reading.
- The teaching of phonics is effective. This contributes to a continuing rise in the proportion of pupils who achieve the expected standard in the Year 1 phonics screening check. Leaders closely track the progress that pupils make in their phonics. They provide additional support to help pupils catch up. The consistent approach to teaching phonics maximises pupils' progress.
- The acquisition of numeracy skills across the curriculum is well developed. Teachers provide regular opportunities for pupils to apply what they have learned in mathematics in other subjects. Teachers ensure that pupils have many opportunities to apply their knowledge and skills to problem-solving tasks. Teachers challenge pupils' mathematical thinking by asking them to explain and prove their answers.
- Homework is provided regularly. Pupils practise and develop skills that they are learning in school. There is a clear strategy and purpose to the homework topics given. The examples of homework seen during the inspection helped pupils to build on prior learning while developing new understanding and knowledge.
- Teachers use the detailed information which is made available to them about pupils with SEND to ensure that work is accessible to them. This is also true for pupils who speak English as an additional language, who may require additional support. Teachers liaise with teaching assistants to help them get the right balance between providing necessary individual support and fostering pupils' independence. However, for a small minority of pupils there is still some over-reliance on support.
- Teachers' assessments are accurate. Some teachers use questioning effectively to deepen pupils' thinking and check their understanding in many subjects. This has led to

pupils making strong progress in reading, writing and mathematics. However, a small minority of teachers do not use the information gained from assessments to check routinely what the most able pupils know, and, occasionally, they do not provide sufficiently challenging work for these pupils.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. School leaders have adopted a range of strategies through their work as a rights-respecting school. This has had a positive impact on developing pupils' personal development and welfare.
- Leaders have created a strong community spirit. This, along with the school's caring and supportive ethos, ensures that pupils feel safe, and it helps them to develop into happy and confident learners.
- Pupils are tolerant and respectful of people's differences. They have a well-developed understanding of different faiths, cultures and religions because leaders promote this well and work is linked throughout the curriculum.
- Pupils understand the difference between bullying and 'falling out'. They say that conflict of any kind is very rare and that, if it does happen, adults address this promptly.
- Pupils said that they feel safe and are well looked after. Partnerships with external agencies, such as the police, help to ensure that pupils know how to make safe choices when they are out in the community. The curriculum helps pupils to manage risks and understand potential dangers, such as when using the internet and social networking sites.
- Pupils are proud of their school. They have a wide range of opportunities to contribute as leaders, for example as part of the eco-squad and as school councillors. Pupils also attend a school parliament, through which a decision was made to promote good health and well-being throughout the school. These responsibilities contribute to pupils developing into mature, active citizens of their school community.
- The vast majority of parents spoken to during the inspection said that staff are caring and approachable. Responses to Parent View, Ofsted's online questionnaire, show that parents feel their children are safe in school. Typical comments included, 'There has been a vast improvement in this school. The school atmosphere is positive, engaging and responsive to children's needs and the wider community.' This sums up the views of many parents.

Behaviour

- The behaviour of pupils is good. The ethos of care and consideration for others encourages their positive behaviour. Staff have high expectations of pupils' behaviour, which they reinforce consistently. As a result, pupils demonstrate positive attitudes to their learning. They work hard and want to achieve well. Pupils take pride in their work

and present it neatly.

- The school is calm and orderly. Pupils conduct themselves sensibly when moving around the building. They are polite, well-mannered and respectful of one another and also of visitors to the school.
- Pupils' attendance has improved considerably for all groups of pupils. The school has effective systems in place to work with families to improve attendance and punctuality. As a result, pupils' rates of absence are broadly in line with national averages. The proportion of pupils who are persistently absent from school has reduced considerably this academic year.

Outcomes for pupils

Requires improvement

- Historically, pupils have underachieved at the end of key stage 2 in reading, writing and mathematics as a result of weaker teaching. Although more pupils achieved the expected standard in all three subjects in 2018, the proportion who did so remained below the national average.
- At key stage 1, pupils' attainment in reading and writing was lower than average in 2018, while mathematics was in line. The proportion of pupils achieving greater depth was above the national average in reading and in line with the national average in mathematics and writing. This shows a good improvement since 2017.
- Leaders have addressed historical issues regarding the quality of teaching. As a result, teaching is much stronger. There are clear improvements in the attainment and progress of current pupils across the school, as seen in pupils' books and in the school's assessment records. Consequently, pupils' outcomes are improving towards being good. However, leaders' actions have not had time to have a positive impact on published pupils' performance data.
- Examples of pupils' learning in books across the curriculum show an improving picture of pupils' acquisition of key skills and understanding. The well-planned curriculum contributes effectively to pupils' skills and knowledge across the different subjects, building progressively on what pupils understand and can do. Opportunities to reflect on learning and links to homework also contribute to the strong progress current pupils make. These improvements are also contributing to pupils being better prepared for the next stage of their education.
- In writing, the variability in pupils' progress has been reduced through teachers' focus on literacy across the curriculum. Pupils have opportunities to write for different purposes. As a result, pupils make consistently good progress in writing across the school now. They also read with suitable levels of fluency, accuracy and confidence. As a result, their progress in reading has also improved.
- Pupils' progress in mathematics is strong. Work in their books shows that pupils develop fluency and are able to apply a range of skills in problem-solving activities. The emphasis on teaching mathematics in topic work and in other subjects, such as science and PE, also contributes effectively to pupils' good progress in this subject.
- Pupils make good progress in developing their phonics skills as a result of high-quality teaching. They develop age-appropriate reading skills and have a secure understanding of what they have read.

- Pupils with SEND make good progress as a result of early identification of their needs and effective additional support. Leaders have identified the ongoing barriers to learning which these pupils face and put in place additional measures to promote rapid learning.
- Pupils who speak English as an additional language make strong progress throughout their time in the school. Pupils who have recently arrived in the country learn to read and write English rapidly because of the support they receive.
- In 2018, the difference between the progress of disadvantaged pupils and other pupils nationally closed in writing. However, the difference between disadvantaged pupils' progress and other pupils increased in reading. Current disadvantaged pupils are making good progress in reading, writing and mathematics.
- Middle-ability and lower-ability pupils make strong progress across a wide range of subjects. However, the proportion of pupils achieving the higher standard in reading, writing and mathematics at the end of key stage 2 in national assessments has remained below the national average. Although progress for these pupils is improving in key stage 2, the work set by their teachers does not consistently challenge the most able pupils to achieve the high standards of which they are capable.

Early years provision

Good

- Strong leadership in the early years ensures that children have a good beginning to their school life. Good-quality teaching throughout the early years means that children make good progress, especially those who start in the school's Nursery.
- Children's skills and abilities on entry into both the Nursery and Reception classes are below those typical for their age. The proportion of children who reach a good level of development has been below the national average for two years. However, the progress of current children is strong.
- The early years leader's plans for improvement are sharp and accurate. Leaders have a clear view of the strengths and areas still left to develop. A highly-effective assessment process supports adults to identify areas for further development for each child. This enables teachers to plan effectively and address identified areas as part of their daily teaching and provision.
- Teaching is effective and staff engage well with children to help improve their learning. For example, staff questioned children very effectively to develop their speech and language skills during an outdoor learning activity focused on the senses.
- The early years leader has high expectations and provides good direction for the assessment and planning of activities to meet children's different developmental needs. Adults share her enthusiasm to provide the best start for children's education. This, combined with good teaching, ensures that children achieve well across all areas of learning.
- Clear systems and routines help children to settle quickly. Adults establish positive relationships with children. This helps children to feel safe and confident. Behaviour is good. Children follow instructions, share and take turns. Adults show a high level of care for the children. They have received appropriate training to keep children safe, including paediatric first-aid training.

- Statutory requirements for early years are met and specific funds are used correctly. For example, funding to support disadvantaged children is used effectively and these children make very strong progress from their starting points.
- Parents are very positive about the early years. Parents feel involved in their children's education and attend a variety of workshops to help them support their child's learning.

School details

Unique reference number	105427
Local authority	Manchester
Inspection number	10057917

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	407
Appropriate authority	The governing body
Chair	Mr John Hayes
Headteacher	Mrs Sarah Murray
Telephone number	0161 681 1801
Website	www.mostonfieldsprimaryschool.co.uk
Email address	headteacher@mostonfields.manchester.sch.uk
Date of previous inspection	8 to 9 November 2016

Information about this school

- This is a larger-than-average sized primary school.
- The proportion of pupils supported by pupil premium funding is higher than the national average. The proportion of pupils with SEND is in line with the national average.
- The proportion of pupils from minority ethnic groups is higher than the national average. The proportion of pupils who speak English as an additional language is also higher than the national average.
- The headteacher took up post in January 2017, with the deputy headteachers taking up their posts in April and September 2017.

Information about this inspection

- Inspectors conducted meetings with leaders to review the impact of their work on pupils' learning and outcomes. They considered the school's current assessment information and conducted an in-depth analysis of pupils' work across a range of subjects to consider how well pupils learn and achieve over time.
- Inspectors visited classes in every year group. Some of these visits were conducted jointly with leaders.
- Records of behaviour logs and leaders' checks on the suitability of staff to work in the school were considered. Inspectors also met with leaders to review the impact of their work to safeguard pupils' welfare and promote good behaviour and attendance.
- Inspectors held a meeting with members of the governing body. A discussion was also held with two representatives of the local authority.
- Inspectors met with groups of pupils to discuss their views on the school. Inspectors observed pupils' behaviour around the school.
- A group of pupils read to the inspectors. Inspectors also heard pupils read during visits to classrooms and talked with them about their attitudes to reading.
- Inspectors gathered the views of parents through informal discussions in the playground before school. Inspectors also considered 17 responses to Parent View, Ofsted's online questionnaire, and 34 responses to the online staff survey. There were no responses to the online pupils' survey.

Inspection team

Simon Hunter, lead inspector	Her Majesty's Inspector
Doreen Davenport	Ofsted Inspector
Gill Pritchard	Her Majesty's Inspector

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