

# Old Moat Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	131431
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	341139
<b>Inspection dates</b>	29–30 September 2009
<b>Reporting inspector</b>	Shirley Herring

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	306
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Gerri Ross
<b>Headteacher</b>	Ms Merna McVeigh
<b>Date of previous school inspection</b>	8 March 2007
<b>School address</b>	Old Moat Lane Withington Manchester M20 3FN
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 19 lessons, and held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at teachers' lesson plans, documentation for safeguarding pupils, the analysis of results, assessment procedures, information for parents and carers, and the school's plans for future developments. They also analysed the 25 questionnaires that were completed and returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment, particularly in English
- the achievement of different groups
- the effectiveness of actions to improve attendance
- the effectiveness of the curriculum in meeting pupils' needs
- the effectiveness of management's actions in bringing about improvements.

## Information about the school

Old Moat Community Primary School is a larger than average school serving an inner city area. The percentage of pupils eligible for free school meals is high. Over half of the pupils are from minority ethnic backgrounds and a high proportion of pupils speak English as an additional language. Mobility of pupils is high; the number of pupils joining the school other than at the usual time is increasing, and many families have only recently arrived in the United Kingdom. The proportion of pupils with special educational needs and/or disabilities is above average. Plans are well in hand to replace the current building on the same site.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Old Moat is a good school which is at the heart of its community. It has very strong links with a wide variety of partners to promote pupils' learning and well-being. The headteacher and chair of governors, who is head of the children's centre, work very closely together to support children and their families from the children's earliest age and throughout the school. This is helping to smooth children's transition into school and to build good relationships with parents and carers so that they can support their children.

Children enter the school with skills that are at much lower levels than is usual for their age. Children in the Early Years Foundation Stage make satisfactory progress. Progress in learning letter sounds is good because of the systematic way these are taught. Not all children are fully challenged because planning does not take full account of prior learning. A very small minority of children do not attend school regularly.

Pupils make good progress in Key Stages 1 and 2 and their attainment is broadly average by the time they leave school. Attainment is slightly higher in mathematics and science than in English, though the school's records show that pupils achieve well from a very low starting point in language and communication skills. Pupils with special educational needs and/or disabilities, those at an early stage of learning English and the most vulnerable pupils receive very good support so they achieve well.

Teaching is good overall. In the most effective lessons pupils respond well to the high expectations to work quickly and to think for themselves so learning moves at a fast pace. In a minority of lessons pupils spend too long as a class at the start of a lesson and this reduces the time they have to work independently on work that is matched to their needs. The school has introduced a more creative curriculum that is increasing pupils' interest and involvement in their learning. Recent topics covered in the curriculum have encouraged pupils to adopt a good healthy lifestyle. The curriculum ensures that they are made very aware of how to keep themselves safe. Good relationships with staff, together with the school's good arrangements for safeguarding, help pupils to feel safe and secure. Pupils make a good contribution to the school community through their many responsibilities and to the wider community, for example through their work as 'Green Heroes', where they take part in environmentally friendly tasks.

The school is led and managed well. The headteacher is a driving force in raising achievement and improving pupils' chances in life. She is ably supported by the senior leadership team. Self-evaluation is accurate and careful monitoring of pupils' progress and the effectiveness of provision is leading to rising standards, especially in English.

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Through their example of good practice and by leading developments they are helping to bring about improvements in teaching, the curriculum and community links. There is a strong emphasis on community cohesion. Pupils learn to understand and value each other's cultures and faiths. Workshops for parents and carers in school are helping to improve their skills so that they can help their children. The governors are a valued presence in school and provide good support.

The school has adapted well to the increase in the number of families joining the school from abroad. It has provided very good support to help them to settle quickly and the pupils are making good progress. Its constant vigilance to improve attendance and its clear focus on raising standards shows a good capacity to improve further.

**What does the school need to do to improve further?**

- Improve children's progress in the Early Years Foundation Stage by:
  - using the information from assessing children's learning more effectively to ensure that there is appropriate challenge and support for all children
  - ensuring that activities outside are clearly focused on extending children's learning
  - exploring further ways to improve attendance.
- Improve the teaching that is satisfactory by reducing the time spent on activities for the whole class, so that pupils have more time to work on independent tasks which are more closely matched to the needs of different groups and individuals.

**Outcomes for individuals and groups of pupils****2**

Children enter the school with a range of skills that, overall, are at much lower levels than is expected for their age, particularly in language, communication and social skills. They make good progress during their time in school because of good teaching, a high level of care and carefully targeted support to meet the learning needs of individual pupils. Consequently all pupils, including those with special educational needs and/or disabilities, those who speak English as an additional language and the most vulnerable pupils, achieve well. Attainment is broadly average by the time they leave school, though more pupils achieve the expected level in mathematics and science than in English. Provisional results in the 2009 statutory tests for 11-year-olds show that the school's decision to provide additional teaching staff in Year 6 to boost pupils' attainment has resulted in an increase in the number of pupils achieving the higher level in English.

Pupils say they enjoy school and that lessons are fun. They feel safe and they get on well with each other. Recent topics in school have helped pupils to develop an increasing awareness of a healthy lifestyle. Pupils have a good understanding the importance of healthy food and regular exercise. Behaviour is consistently good in lessons and around school. Pupils take their many responsibilities in school, such as acting as playground buddies and school councillors, very seriously and they say these

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responsibilities help them to feel valued. Pupils take pride in their school which is very much part of the local community. Their work in the school gardens has resulted in the school gaining a wild life award from the community. They have sound basic skills to prepare them for the future. The ethos of mutual respect in the school, the clear guidelines on behaviour and the developing knowledge of different cultures in the school have resulted in pupils' good personal development.

The school has taken exceptional steps in its efforts to improve attendance and for most pupils this is broadly average. The recent appointment of a parent support worker is helping to reinforce the importance of regular attendance with families who find it difficult to get their children to school regularly and on time, though it is too soon to judge the impact on attendance.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching is good overall but varies between classes. In all lessons teachers make good use of assessments of pupils' progress to identify those who need additional support. The majority of lessons are interesting and learning moves at a good pace. In some

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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lessons, though satisfactory, introductory sessions for the whole class are too long and so there is not enough time for pupils to work independently on tasks that are suited to their level of ability. Teachers mark pupils' work thoroughly and give good guidance on how they can improve.

The curriculum is broad and balanced. Staff are committed to ongoing developments to improve learning opportunities. There is a clear focus on increasing pupils' opportunities to write so as to improve their skills and the consistent teaching of phonic skills throughout the school is helping to improve spelling. The development of a more creative curriculum is promoting pupils' involvement and enjoyment but it is too soon to judge the impact on standards. There is a good range of additional activities, such as museum visits and sports clubs, to enrich learning.

The level of care that the school provides for individuals and families is a strength of the school. It has been crucial in helping the increasing number of families joining the school from abroad to settle quickly. Vulnerable pupils, those with special educational needs and/or disabilities and those who speak English as an additional language benefit from close support to meet their particular needs and so they achieve well. It is too soon to judge the effect of the school's most recent initiative to encourage the attendance of those pupils who may be reluctant to attend school regularly. However, the school remains vigilant in its efforts to encourage regular attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

There is a strong commitment from the headteacher and the chair of governors to develop pupils' confidence, aspirations and well-being and this is helping pupils to make good progress. The senior leadership team, established last year, is taking an effective role in improving links with the community, monitoring and improving teaching and learning, and establishing a more creative curriculum. Despite some challenges, such as an increase in the number of pupils joining the school at a late stage, there is a strong and effective drive to improve standards. The decision to employ an additional teacher to boost learning in Year 6 has resulted in an increase in the number of pupils reaching the higher level in English. Governors are active in school and provide good support. The school has excellent links with outside partners to enhance pupils' learning and well-being. The school's links with the children's centre has strengthened the effect of joint initiatives to improve attendance by working closely with parents and carers.

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Safeguarding procedures are robust and effective. All policies up to date, and risk assessment procedures are in place and rigorous. There are plenty of 'first aiders' on hand. The most vulnerable pupils are especially well safeguarded, particularly through very effective partnerships with external agencies. The preparation of pupils to have regard for their own safety is a high priority in the curriculum.

Community cohesion is good and leads to pupils having a good awareness of different cultures within the locality and beyond, and the school is a cohesive and harmonious community. The appointment of a senior member of staff to develop community involvement is proving effective in putting the school at the heart of the community. The school has been awarded the British Council Internationalism Award for the curriculum in recognition of pupils' research about different countries and cultures.

The school promotes equality of opportunity and tackles discrimination well. The school has worked effectively to close the gaps between different groups of pupils, especially in terms of getting the more able pupils to achieve well in English.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children in the Early Years Foundation Stage are taught in two Nursery groups and two Reception classes. One Reception class is housed in a separate building alongside the Nursery, with direct access to a secure outdoor area, while the other Reception class is in the main school building where there is no such direct access to outside. However, the school ensures that these children have daily opportunities to work outside.

Children enter the school with skills that are at much lower levels than is usual for their



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age. They make satisfactory progress but nevertheless attainment is below average by the time they enter Year 1.

Children enjoy being active and take care not to harm others when they are at play. They feel safe and are confident in approaching an adult if they need help. They enjoy healthy fruit snacks though many need reminding about washing their hands before eating. They are learning to take turns and tidy away the indoor activities, though they are more reluctant to put away outdoor equipment.

Teachers plan a suitable range of activities and there is a sound balance between those led by an adult and those chosen by children. Phonic skills are taught systematically and well so children are making good progress in their knowledge of letter sounds. However, activities planned for outside are not sufficiently focused on enhancing children's learning. Children respond well to adults' high expectations to follow routines and they behave well.

Leadership and management are satisfactory. There are good systems for assessing children's learning but the information is not always used effectively to plan appropriate challenge and support to extend learning for different groups and individuals. There are good procedures for introducing children to school, including strong links with the children's centre, so children settle quickly. The school is making every effort to work with families to emphasise the value of children attending school regularly from an early age, though progress is sometimes slow.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

Most parents and carers are pleased with all the school provides and they are confident that their children are cared for well. Inspectors agree with these positive views. A small number of parents and carers felt that their children were not making sufficient progress but inspection evidence indicates that pupils make good progress, overall, because teaching is generally good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Old Moat Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 25 completed questionnaires by the end of the on-site inspection. In total, there are 306 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	60	8	32	2	8	0	0
The school keeps my child safe	16	64	9	36	0	0	0	0
The school informs me about my child's progress	14	56	6	24	3	12	0	0
My child is making enough progress at this school	8	32	10	40	4	16	0	0
The teaching is good at this school	16	64	3	12	4	16	0	0
The school helps me to support my child's learning	11	44	10	40	2	8	0	0
The school helps my child to have a healthy lifestyle	10	40	13	52	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	36	10	40	4	16	0	0
The school meets my child's particular needs	10	40	10	40	3	12	0	0
The school deals effectively with unacceptable behaviour	12	48	10	40	0	0	1	4
The school takes account of my suggestions and concerns	8	32	14	56	0	0	0	0
The school is led and managed effectively	13	52	6	24	3	12	0	0
Overall, I am happy with my child's experience at this school	11	44	8	32	4	16	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



01 October 2009

Dear Pupils

Inspection of Old Moat Community Primary School, Manchester, M20 3FN

Thank you for making us so welcome when we visited your school. We enjoyed talking to you in lessons and in groups. We agree with you that Old Moat is a good school which takes good care of you all. You play your part by working hard and behaving well. You take your responsibilities as school councillors and playground buddies very seriously and this helps others to be happy in school.

You told us how much you like school and we could see why. Lessons are usually interesting and so you learn well. There is always an adult on hand to give extra help to those who need it. A large majority of you reach the level expected for your age in English and mathematics by the time you leave Year 6.

You say you feel safe because everyone gets on well. One of you said that bullying is very rare, 'Only about twice a year!' The school is helping you to have a good understanding of a healthy lifestyle and you told us the importance of healthy food and regular exercise.

It is part of my job to suggest ways in which even a good school could be better. I have asked your school to:

- make sure that there is enough time in lessons for you to do your work in your groups
- help children in Nursery and Reception classes to make better progress by making sure that activities, both inside and outside, are designed to help every individual child to learn, and by encouraging all children to come to school regularly.

Thank you once again for your time and your courtesy.

Yours faithfully

Mrs Shirley Herring

Lead inspector

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