

# Moorgate Primary School

## Inspection report

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<b>Unique Reference Number</b>	105171
<b>Local Authority</b>	Bolton
<b>Inspection number</b>	355717
<b>Inspection dates</b>	12–13 January 2011
<b>Reporting inspector</b>	Angela Headon HMI

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>	229
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Elaine Sherrington
<b>Headteacher</b>	Mrs Lisa Whittaker
<b>Date of previous school inspection</b>	22 April 2008
<b>School address</b>	Entwistle Street Bolton Lancashire BL2 2RH
<b>Telephone number</b>	01204 333477
<b>Fax number</b>	01204 333478
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed eight lessons and eight class teachers and also observed small group sessions led by teaching and support staff. Meetings were held with senior and middle leaders, groups of pupils and governors, including the Chair of the Governing Body and the vice-chair. Inspectors observed the school's work and scrutinised documents, including the school's self-evaluation, assessment information, improvement planning and safeguarding arrangements. In addition, 64 questionnaires from parents and carers and all those returned by staff and pupils were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The consistency of pupils' achievement across the school, particularly the more able.
- Progress in lessons; how well teaching is informed by assessment information and activities are matched to pupils' different learning needs, and to what extent pupils are involved in their own learning.
- The impact of care, guidance and support and curriculum provision on attendance and pupils' personal and academic outcomes.
- The quality of leadership at all levels, particularly the impact of quality-assurance procedures on ensuring equality of opportunity for all pupils.

## Information about the school

Moorgate Primary School is similar in size to most primary schools; it holds many awards including Artsmark Gold, Healthy Schools, Investors in People, International Schools (Foundation) and the Financial Management Standard.

The proportion of pupils known to be eligible for free school meals is well above average, as is the proportion of pupils with special educational needs and/or disabilities. Most pupils are from White British backgrounds and few speak English as an additional language. There is breakfast- and after-school care on site, which is managed by the governing body.

**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

Moorgate Primary School provides pupils with a good standard of education within a harmonious and safe learning environment. Parents and carers are overwhelmingly positive about the school. 'What a delightful place to go to school' and 'the school has always catered for my child's individual needs' typified their views. The quality of care, guidance and support is outstanding and gives a solid foundation for the school's effective work in securing good academic and personal outcomes for pupils.

In lessons, good relationships between adults and pupils feature strongly and pupils are keen to do well; pupils are valued as individuals and are set challenging targets with a full recognition of each pupil's needs. Good quality teaching ensures that by the time pupils leave the school at the end of Year 6, their attainment is broadly average in English and mathematics; this represents good progress given that many pupils arrive at the school with skills well below those expected for their age. The school, however, is not complacent and recognises that better use of questioning in lessons and a greater understanding by pupils of their own progress and targets is required to improve pupils learning further.

Pupils report that they enjoy school and this is reflected in their current level of attendance, which has improved significantly since the previous inspection. There are many opportunities for pupils to take on leadership roles, notably as school councillors, and to participate in decision making procedures. The good curriculum gives pupils the opportunity to develop, learn and contribute to the school and local community and to take part in enrichment and extra-curricular activities. Links between subjects are continuing to develop well and the school is aware of the need to ensure that pupils have opportunities to improve their writing further, in topic work and in other subjects.

The headteacher provides very effective leadership with a clear vision of continuous improvement. There is a culture of leadership and professional development for all adults and, as a result, leaders and staff have an accurate understanding of what has been achieved and what is yet to be done to improve pupils' outcomes further. This, together with robust monitoring of provision and pupils' performance, and measurable improvements in those areas highlighted at the previous inspection, demonstrate the school's good capacity for sustained improvement.

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

- Maintain the focus on teaching to increase the proportion of outstanding lessons by:
  - developing further the use of questioning in lessons to consistently challenge pupils' thinking and understanding

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- ensuring that pupils understand precisely what they are aiming for and are able to participate fully in evaluating their own progress.
- Build upon the current strategies in teaching and assessment to improve attainment in writing across the curriculum.

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

**2**

Overall, from well below average starting points, pupils make good progress.

Work in pupils' books, the school's assessment information and evidence seen in lessons in all year groups support this positive picture. Attainment at the end of both key stages in English and mathematics is on track to rise in 2011, although pupils' writing remains a key focus for the school.

Pupils enjoy their learning and their good behaviour makes a positive contribution in ensuring they are able to make the rapid gains required to meet their challenging targets. Well-organised intervention and support with skilful practitioners ensure pupils with special educational needs and/or disabilities also make good progress in line with their abilities.

Pupils' spiritual, moral, social and cultural development is good. Pupils work very well together and understand the rules and rewards which support the school's community ethos. Pupils understand how to look after their health and have the opportunity to participate in health programmes and enrichment activities, including 'health week' and swimming. As school councillors, many pupils play a full part in supporting the school and local community, for example, as 'playground pals', 'classroom conquerors' and 'planet protectors'; the 'intergenerational event' and the participation of the 'vocal band' are further examples of pupils' involvement in the local area.

Pupils report that they feel safe in school and show a good understanding about personal safety in and out of school. Their improving attainment and attendance and the development of work-related skills through the curriculum and through their roles as school councillors prepare them well for the future.

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*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>2</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>

<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

## How effective is the provision?

In lessons, teachers demonstrate secure subject knowledge and use a good variety of teaching methods and resources, including information and communication technology to motivate and interest pupils. They work effectively with teaching assistants and pupils are expected and encouraged to always do their best.

Pupils respond well with good gains in their learning evident. In the most successful lessons, teachers use assessment information effectively to ensure the level of challenge for all pupils is correct; examples of carefully tailored activities which extended pupils' thinking were seen in the vast majority of lessons. Skilful, targeted questioning to sharpen pupils' thinking and assess their understanding was also evident. The school recognises, however, that this feature is not yet consistent in all classes. Teachers are continuing to develop pupils' understanding of their targets and how to reach them. This is supported by the quality of marking and written comments, including 'two stars and a wish', in pupils' workbooks. The school is aware, however, that pupils are not yet involved sufficiently in assessing their own learning and progress in lessons.

The quality of care, guidance and support is outstanding. Adults know pupils very well and the school provides a caring and supportive environment for all. Intervention activities, including work with external personnel, are particularly effective for those pupils whose circumstances make them vulnerable and those with additional learning, language or pastoral needs; this work makes a strong contribution to their good achievement. Other

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aspects, including the work of the breakfast- and after-school club, the quality of induction and transition arrangements and the school's well-targeted actions on attendance, reflect the high quality of the school's work. Parents, carers and pupils report very positively on the quality of care and help that the school provides.

The curriculum is appropriately adapted to meet the needs of different groups of pupils enabling them to successfully develop their skills in literacy, numeracy and information and communication technology. Pupils also benefit from a programme of personal, social and health education and the opportunity to learn more than one foreign language. The school is currently extending the use of cross-curricular links to enhance pupils' experiences, but there is recognition these have not yet been fully developed, particularly in relation to the opportunities pupils have to practise and consolidate their writing skills. Pupils enjoy and speak enthusiastically about the range of enrichment activities including visits, visitors and extra-curricular activities which enhance their academic and personal development.

*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>1</b>

## How effective are leadership and management?

The headteacher has provided purposeful and successful leadership to ensure that the school has continued to move forward at pace since the previous inspection. In this she has been well supported by all leaders and staff who are ambitious for the school and are working effectively together to continually improve provision and pupils' outcomes.

Self-evaluation is accurate and improvement plans are well focused on raising pupils' achievement. Regular professional development opportunities and focused performance management procedures have supported improvements in classroom practice. Monitoring arrangements to check the quality of teaching and pupils' progress, both personal and academic, are rigorous. Regular lesson observations, planning and workbook scrutiny, and progress meetings have ensured that all staff understand their role in raising achievement for all pupils. Leaders across the school play a full part in these arrangements with shared accountability and, as a result, equality of opportunity for all pupils is evident.

The school knows the community it serves well and pupils benefit from their participation in a range of events within the local area; the school is continuing to develop and extend its work with communities both nationally and further afield.

Good engagement and communication with parents and carers ensures that information is shared regularly and parents and carers also have opportunities to find out about their children's learning experiences.

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The governing body, which includes local community representatives, challenges and supports the school well. Governors are closely linked to subjects and key priority areas and receive regular reports from senior and middle leaders. Safeguarding procedures are robust; detailed and well organised systems, including staff checks, child protection arrangements and effective site safety measures are notable strengths.

*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>2</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills, especially in communication, language and social and emotional development, that are well below those typical for their age. They make good progress in all areas of learning but are still working below expectations when they move to Year 1.

Teaching is good in both the Nursery and Reception classes; adults work well as a team supporting and encouraging children to develop their confidence and independence. Children are encouraged to be active learners; they enjoy choosing their own activities and use the indoor and outdoor equipment and learning areas well to develop their skills.

There are regular observations of what children can do and these take full account of children's interests and learning needs. Children's progress and personal development is assessed carefully. Their achievements are recorded in individual learning journey records which are used effectively to inform parents and carers, who are very positive about the education and care that their children receive.

A keen emphasis on children's well-being ensures that they are secure in the setting and act safely; all welfare requirements are met. The Early Years Foundation Stage leader has made a strong start and has a clear understanding of what is required to secure further improvements.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Nearly one third of parents and carers returned completed questionnaires. Analysis indicates that all are happy with their children's experience at school; all agree that teaching is good, that their children's needs are met and that they make enough progress. Inspectors reviewed concerns expressed by a very few parents and carers and their judgements are reflected in appropriate sections of the report.

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

Ofsted invited all the registered parents and carers of pupils registered at Moorgate 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 229 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	70	18	28	0	0	1	2
The school keeps my child safe	50	78	12	19	2	3	0	0
My school informs me about my child's progress	50	78	14	22	0	0	0	0
My child is making enough progress at this school	44	69	20	31	0	0	0	0
The teaching is good at this school	43	67	21	33	0	0	0	0
The school helps me to support my child's learning	47	73	16	25	0	0	1	2
The school helps my child to have a healthy lifestyle	39	61	25	39	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)	38	59	23	36	0	0	1	2
The school meets my child's particular needs	46	72	18	28	0	0	0	0
The school deals effectively with unacceptable behaviour	42	66	21	33	0	0	1	2
The school takes account of my suggestions and concerns	39	61	22	34	1	2	1	2
The school is led and managed effectively	41	64	22	34	1	2	0	0
Overall, I am happy with my child's experience at this school	46	72	18	28	0	0	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



14 January 2011

Dear Pupils

**Inspection of Moorgate Primary School, Bolton, BL2 2RH**

Following our inspection of your school, we would like to thank you for making us feel so welcome and for helping us. We enjoyed talking to you in lessons, in meetings and at lunchtime and break about life at your school. Thank you too for completing the questionnaires, these were also very helpful.

You told us that you enjoyed school and that you felt safe. Many of you are involved in the wide variety of school council activities which help you to play a full part in the school and local community and also prepare you well for the future. We were very pleased to see that your attendance has improved since the last time we visited your school – well done!

We found that Moorgate is a good school. Teaching is good and the adults in school care for you extremely well. We also think that your school is well led and that all staff are working well together to help you to improve in all your subjects.

However, although your school is providing you with a good education, we know it wants to be even better. School leaders agreed with us on how two areas of the school's work could be improved further. This includes increasing the number of outstanding lessons by making sure that you are more involved in checking your own progress and that you are asked questions which really make you think. We have also asked that you are given plenty of opportunities to write in other subjects as well as literacy.

We hope you continue to enjoy your time at Moorgate and wish you all every success in the future.

Yours sincerely

Mrs Angela Headon

Her Majesty's Inspector

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