

Moldgreen Community Primary School

The Avenue, Moldgreen, Huddersfield, West Yorkshire, HD5 8AE

Inspection dates 10–11 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school

- From overall below typical starting points, children’s learning gets off to a positive start in the early years. Teachers plan an interesting range of activities children enjoy and that helps them to develop an enthusiasm for learning. Children are well prepared to start Year 1.
- Between Years 1 and 6, pupils make good progress. By the end of Year 6, standards in reading are well above average, above average in writing and average in mathematics.
- Staff create imaginative learning experiences for pupils. As a result, pupils enjoy their lessons and learn well. Overall, teaching has a good impact on pupils’ achievement.
- Overall, disadvantaged pupils achieve well. By the end of Year 6, there is no difference in the overall attainment of these pupils compared to non-disadvantaged pupils in the school. Previous gaps in attainment have been closed.
- The early years is led and managed well and children make good progress throughout the Nursery and Reception classes.
- Pupils’ behaviour is good. They conduct themselves well in lessons, on corridors, at playtimes and during lunchtimes. Pupils say they feel very safe and well cared for by the adults in the school.
- Pupils’ attendance is above average and improving.
- School leaders and governors have an accurate view of how the school is performing. They have worked well together to improve the quality of teaching and to raise pupils’ achievement since the previous inspection.

It is not yet an outstanding school because

- Over time, in Years 1 and 2, the progress pupils have made has been too slow.
- Standards at the end of Year 6 are not as high in mathematics as they are in reading and writing.
- Teachers do not always plan activities that are challenging enough for the most able pupils nor encourage pupils to move on to the next level as soon as they are ready to do so.
- The advice teachers write on pupils’ work is not always clear. Teachers do not give pupils time to respond to this advice or check pupils’ responses.
- Teachers in the early years do not use the outdoor learning space as well as they could to extend children’s early learning of number and letter skills.
- Leaders do not always present pupils’ progress information in a concise and clear format.

Information about this inspection

- Inspectors gathered a range of evidence about the quality of teaching over time, including observing lessons.
- Inspectors held meetings with school leaders, with three governors, including the Chair of the Governing Body, and with a representative of the local authority.
- Meetings were held with two groups of pupils, one from Years 5 and 6 and one from Years 2 to 4, and inspectors talked informally with other pupils in lessons and during breaks and lunchtimes.
- Inspectors looked at a wide range of pupils' books. They listened to pupils read and talked with them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, school development plans and information about teachers' performance. They also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings were also taken into consideration.
- Inspectors talked to parents informally as they brought and collected their children to and from school and considered 41 responses to the staff questionnaire. They also considered the 22 responses to the online questionnaire Parent View and the feedback given by parents to the school's own parental questionnaire.

Inspection team

Helen Gaunt, Lead inspector	Additional Inspector
Doreen Davenport	Additional Inspector
Rosemary Batty	Additional Inspector

Full report

Information about this school

- Moldgreen Community Primary School is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is above average as is the proportion who speak English as their first language.
- The proportion of disadvantaged pupils, those eligible for the pupil premium, is above average. The pupil premium is funding for those pupils who are known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school works in partnership with a group of local primary schools and Almondbury Community School.
- Provision for children in the Nursery year is part time and for children in the Reception year is full time.

What does the school need to do to improve further?

- Improve the quality of teaching even further in order to increase the rates of progress pupils make, particularly the most able and pupils in Years 1 and 2, so that they reach even higher standards by the end of Year 6, particularly in mathematics, by ensuring that:
 - all teachers use their knowledge of individual pupils to plan activities and tasks that enable them to reach the highest levels of which they are capable
 - all teachers provide a wider range of opportunities for pupils to learn, including independently, and encourage pupils to make choices about when they are ready to move on to the next level
 - teachers provide pupils with clear written advice about how to improve their work, that they give pupils time to respond to this advice as soon as possible after their work has been marked and that teachers check pupils' responses to make sure that they have fully understood teachers' comments
 - teachers in the early years create more opportunities for children to learn about numbers and letters in the outdoor learning space.
- Increase further the impact of leadership and management to raise pupils' achievement even more, by using the most recently implemented pupil tracking system to produce clear and concise pupils' progress reports, which are readily available to all teachers and leaders, including governors, thus enabling them to make even better use of performance data when formulating plans and checking on the impact of actions taken on outcomes for pupils.

Inspection judgements

The leadership and management are good

- Senior leaders and governors are ambitious for the school. They have high expectations of pupils' progress and behaviour and this is communicated to staff. Staff morale is high and adults work well together to achieve the school's aims. The school checks to make sure that all pupils have equal opportunities and that any discrimination is tackled.
- Overall, leaders, including governors, have an accurate view of the school's strengths and areas where further improvement is required. The correct priorities for improvement have been identified in the school development plan and there is clear information about what actions are being taken to ensure that improvements are being made. The targets within the plan are specific and the plan is reviewed regularly so that the school can see at an early stage if actions taken are having the desired effect.
- The quality of teaching is monitored accurately and frequently, and the information gained is used to inform decisions about pay, which are linked closely to pupils' progress, and to provide appropriate training for all staff.
- Senior leaders rigorously check the progress of each pupil and provide extra support where there are any concerns. They have already started to tackle the areas for improvement that are highlighted in this report through a range of different strategies. Additional adults have been recruited to provide extra support for pupils in areas where progress needs to be accelerated. A variety of grouping arrangements have been put in place, including pupils of similar abilities being taught together. There is an increasing range of opportunities for the most able, particularly in reading, to help them reach the highest levels. Progress data for current cohorts of pupils shows that the progress pupils are making in Years 1 and 2, in all subjects, is beginning to improve.
- Subject leaders are held fully accountable for raising achievement and improving the quality of teaching. They produce clear development plans, the new National Curriculum has been established and subject leaders are monitoring its impact on the progress pupils are making.
- The curriculum and the wide range of clubs, trips and visits made available to pupils to help broaden their experience contribute well toward pupils' spiritual, moral, social and cultural development, which is good. Teachers have discussed how they can promote British values even more effectively within their day-to-day teaching. This contributes well to pupils being effectively prepared for life in modern Britain.
- The primary school sports funding has been used well to provide pupils with specialist coaching in particular areas, such as football and netball. Teachers are shown how to teach physical education more effectively. Pupils have been involved in a wider range of competitive sports. The impact has been that pupils are now more enthusiastic about participating in a wider range of sport, thus further promoting their health and well-being.
- The school has clear guidelines for behaviour, which is consistently well managed by all members of staff. The school works well with parents to ensure that the school's expectations are consistently enforced. Consequently, pupils' behaviour is good and attendance is improving.
- While there is a good focus on the progress and attainment of pupils as individuals and groups through clear tracking systems, the school has only recently started to closely track the progress being made by the most able. A new tracking system has recently been implemented and, although a wealth of data is available, it is not readily available to all members of staff and some pupils' progress reports are not as concise as they could be.
- A representative of the local authority visits the school once a year and facilitates links for senior leaders where they have identified an area of development and may wish to employ an external specialist to provide support.
- **The governance of the school:**
 - Governors regularly review their skills and engage in ongoing training in order to ensure that they are up to date and as effective as possible in their collective and individual roles. They are kept well informed about the quality of teaching and learning, pupils' achievement and governors ensure senior leaders' judgments about the quality of teaching are externally validated. Governors have a clear appreciation of the data about pupils' achievement and progress and how this is linked to the quality of teaching.
 - Governors hold school leaders to account and different governors are linked to different aspects of the work of the school. They know how well the school is doing and where it could do better. Governors also hold the school to account by setting challenging targets as part of the headteacher's appraisal. They make sure that pupils' performance is considered when making decisions about teachers' pay.
 - Governors manage the school's finances effectively. They understand how the pupil premium funding is

spent and how actions taken have impacted on the performance of this group of pupils. They carefully check on whether or not the actions that are taken are helping this group of pupils to achieve as well as others and this has meant that disadvantaged pupils achieve as well as others. Governors make sure that the school meets all its statutory duties, including those related to safeguarding.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils have a clear understanding of how they are expected to behave. There is smooth transition between activities and lessons get off to a quick start because it is very rare that teachers have to remind pupils, even the youngest, of the school's expectations.
- There is a calm and welcoming atmosphere in the school. Visitors are warmly welcomed, by pupils and staff, and there are very positive relationships between staff and pupils.
- Pupils value the support, encouragement and care they receive from adults. They say that teachers make them work hard but that lessons are fun.
- Pupils say they love coming to school and cannot think of anything they would do to improve it.
- Pupils are usually strongly involved in their learning and eager to succeed. Pupils in Year 6 said that sometimes when they are writing and the teacher tells them it is time to go outside and play, they wish they could just carry on. Occasionally in classes, pupils' concentration wanes when they are not sufficiently challenged, but they rarely misbehave.
- Pupils play and work together well. There is no litter or graffiti. The school makes good use of outdoor spaces at breaks and lunchtimes to help pupils develop cooperation and other social skills.
- Pupils take responsibilities seriously and support others. They are very actively involved in fund-raising activities, proud of their roles as school councillors and appreciate the opportunities they have to discuss their ideas with teachers and governors.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe. They have a good understanding of the different forms of bullying, including racial and cyber-bullying and are very clear that people should be treated equally despite their individual differences or the varied choices they make. Pupils say that everyone is of equal worth and enjoy the fact that their school is multi-cultural and they can learn about different cultures from each other.
- Pupils say that bullying is rare and any incidents are quickly dealt with by the staff. This is confirmed by the school's record-keeping procedures and the parents agree with the pupils' positive views.
- Pupils are well prepared for keeping themselves safe in later life. For example, they learn about the dangers of drugs, fire safety and other scenarios through work with the emergency services.
- Good use of pupil premium funding ensures that absence rates for disadvantage pupils are not significantly different from those of others. There are rigorous procedures to monitor and improve pupils' attendance, which is above average and increasing.

The quality of teaching is good

- The quality of teaching overtime is typically good across the school. This enables pupils to learn well. The school's records of pupils' progress and the quality of teaching confirmed this.
- Teachers plan tasks and activities that require pupils to think for themselves, to cooperate and to apply their skills across a wide range of subjects. This enthuses and engages pupils in their learning. As a result, they are keen to learn and develop good team skills. For example, during the Enterprise week, all pupils were engaged in designing and making a range of products. They plan their budget, decide how much their products will cost and what price they will sell them for so that they are able to make a profit. In their teams, pupils have to decide how to allocate tasks among themselves. Pupils prepare advertising leaflets and posters and produce a report about how they worked together, what went well and what they might do differently in the future.
- Improvements in the teaching of phonics (letters and the sounds they make) and other aspects of reading and the school's work to encourage all pupils (with their parents) to read regularly, often have had a positive impact on the standards pupils reach in both phonics and reading. Pupils enjoy using the school's

library and selecting their own books. Improvements in pupils' ability to read well are impacting on the progress they are making in other subjects.

- Teachers use a wide range of ideas and topics to encourage pupils to write imaginatively, which also promote pupils' spiritual, moral, social and cultural development. For example, children in the early years go to the Yorkshire Wildlife Park; in Years 1 and 2 they visit the Tolson museum and learn about life in Huddersfield through the ages; in Years 3 and 4 they visit Danelaw Viking Centre and in Years 5 and 6 they visit Beamish. All year groups also have the opportunity to be involved in visits to the theatre, music festivals, archery tournaments and, in lessons, they read and learn about a variety of Shakespeare plays, including *Romeo and Juliet* and *A Midsummer Night's Dream*.
- School leaders ensure that there is a wide range of additional support for pupils who find learning more difficult. This includes some disadvantaged pupils, those for whom English is an additional language and some of those who have special educational needs. Teachers and teaching assistants work very well together to help these pupils and this additional support enables these pupils to achieve well and make good progress.
- Overall, the teaching of mathematics is less strong than in other subjects. Sometimes the work set for pupils is not challenging enough to enable all pupils to learn as well as they can. Pupils, especially the most able, are not always given work that is hard enough to allow them to reach the highest levels of attainment and make the best possible progress. In addition, on completing tasks, pupils often have to wait to move on to the next level until the teacher tells them to do so and this does not always happen quickly enough if, for example, teachers are involved in helping other pupils. This is particularly evident, but not exclusively so in the teaching of mathematics.
- Teachers mark pupils' work regularly and highlight what they have done particularly well. They provide advice about how pupils could improve their work, but this is not always clear or specific enough. Pupils are not always given time to act on the teacher's advice or, if they are, it is too long after the advice has been given. This means that marking is not always as useful as it could be in helping pupils improve on their learning.

The achievement of pupils is good

- Overall, pupils' achievement and progress across the school are good and standards are rising.
- Children join the Nursery class with skills and knowledge that are overall below those typical for their age. They make good progress and are well prepared to enter Key Stage 1.
- The school has improved the teaching of phonics and this is having a positive impact on pupils, with an increase in the proportion of pupils in Year 1 reaching the expected standard, which was average in 2014.
- In 2014, the standards pupils reached at the end of Year 6 were well above average in reading, above average in writing and average in mathematics. In 2013 and 2014, every pupil made at least the progress expected of them from the start of Year 3 to the end of Year 6, in reading, writing and mathematics. The proportions making better than expected progress were above average in reading and writing over the same period, but no better than average in mathematics.
- Pupils are starting to make better progress in Years 1 and 2 because of the actions taken by school leaders over the past two years. Standards dipped in 2014 in reading because several children who spoke English as a second language started school late in Key Stage 1. Despite the additional support provided to them by the school, these pupils did not have enough time to make good enough progress so that they could reach average attainment in reading.
- Disabled pupils and those with special educational needs make good progress. Their needs are identified early in their school life and staff ensure that appropriate support is put in place for them. This, alongside the highly sensitive care provided for them, and the school's effective partnerships with outside agencies, help to boost their learning and promote their involvement in all aspects of school life.
- Disadvantaged pupils supported by pupil premium funding make good progress and achieve well. In 2013, this group of pupils' attainment in the Year 6 national tests was similar to the national average for all pupils in reading, writing and mathematics and in line with other pupils in the school. In 2014, this is also the case. These pupils make better progress overall than other pupils in the school and nationally to achieve these results. Throughout the school, disadvantaged pupils work at standards which are increasingly close to those of other pupils.
- Pupils' achievement in reading is very good and sometimes outstanding. By Year 6, pupils read with confidence, expression and enthusiasm. They have a very good knowledge of the style of different authors and the way that these authors use language to develop plots and characters.
- Most pupils make at least good progress in writing. Spelling and punctuation are increasingly accurate.

Throughout all years, pupils are encouraged to write at length and for a wide range of purposes. For example, in Years 5 and 6, pupils were writing a report of their visit to the Imperial War Museum. Throughout the classes pupils enjoy their 'Exciting Writing' opportunities.

- From their starting points, many pupils make good progress in mathematics. However, not enough reach the highest levels because there is sometimes a lack of challenge for the most able pupils, especially in mathematics, and pupils sometimes find their work too easy.
- The most able pupils are not always sufficiently challenged to reach above average standards and the results of national tests reflect this. In reading, the most able pupils in the current Year 6 attend a 'challenge lesson' once a week, led by an English teacher from a local secondary school. They are aiming at reaching Level 6 by the time they get to the end of Year 6. The school has recently started to put a greater emphasis on provision for the most able.
- Pupils who speak English as an additional language make good progress from their starting points. In 2014, they reached above average standards in reading, writing and mathematics in Year 6 national tests. They receive well-targeted support in their heritage language when needed.

The early years provision

is good

- Children settle quickly into the early years because adults are very caring and routines are rapidly established, which helps them to feel safe and secure in their new environment. Children happily leave their parents when they are brought to school each day.
- They begin to make good progress from their various starting points as soon as they arrive because adults provide an individual and caring approach to children's learning.
- Children are quickly helped to understand the school's expectations for behaviour and this has a positive impact in helping them to listen carefully, to follow instructions, to play and work well together and to make the most of their learning opportunities. Praise is well used by adults to boost children's confidence and self-esteem.
- Teachers in the early years use assessments well to plan activities that enable children to make further progress in their learning. Adults use questions well to probe and extend children's understanding and knowledge.
- Adults provide and plan a wide range of opportunities and resources in the inside spaces for children to develop early reading, language and number skills but this is not always extended into the outdoor learning area.
- The early years is led and managed well. Pupils make good progress throughout the Nursery and Reception classes. The majority of children reach a good level of development and prepared well for the next stage in their education.

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	107691
Local authority	Kirklees
Inspection number	448347

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	379
Appropriate authority	The governing body
Chair	Kelly starkey
Headteacher	Shirley Norris
Date of previous school inspection	4 November 2009
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