

Inspection of Moorside Community Primary School

Keighley Road, Ovenden, Halifax, West Yorkshire HX2 8AP

Inspection dates: 2 and 3 February 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are proud to attend Moorside Community Primary School. The school's 'PROUD' expectations are woven through all aspects of school life. They are known by all staff and pupils. 'We are all a big family; we all talk to each other and look after each other like a family,' was a pupil quote that captures the caring and welcoming ethos of the school.

There is a culture of respect across the school which is based on positive relationships. Pupils are happy and thriving. They feel safe in school. Pupils know they have trusted adults in school who will listen and support them, both socially and academically.

Pupils demonstrate positive attitudes to their learning. Behaviour expectations are consistently applied by staff. The calm and respectful behaviour seen inside the school is mirrored outside. At playtimes, pupils access activities which promote collaboration, cooperation and teamwork. Bullying is rare. Pupils are confident that if it is reported, it will be dealt with swiftly and effectively.

What does the school do well and what does it need to do better?

The curriculum demonstrates ambition for all, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Careful and well-thought-out curriculum planning and sequencing contribute to pupils reaching ambitious end points. The curriculum has a strong focus on the school's local context. Pupils participate in well-planned visits and hear from visitors across the year. This includes trips to Halifax Piece Hall and visits from local authors.

Reading is an ongoing priority. Leaders understand its importance. Teachers accurately identify pupils who need extra support and meet most of their specific learning needs. Further work is needed to help all staff support the lowest-attaining pupils across school by having the necessary reading expertise to enable these pupils to catch up quickly.

Teachers read to pupils every day. A carefully thought-out list of books to read together is in place across school. The school has a well-resourced library that contains a range of carefully selected books. Teachers are passionate about sharing and discussing books with pupils.

The mathematics curriculum is carefully planned and sequenced. Teachers meet the learning needs of most pupils in their class. Assessment could be strengthened further. For example, more work is required to ensure all staff carefully assess pupils' mathematical reasoning and understanding so that those who need the most help receive it swiftly and effectively.

In the early years, there is a clear focus on ensuring that children acquire a wide range of vocabulary and communicate effectively. Positive and nurturing

relationships are evident across the setting. Leaders and teachers place a strong emphasis on parental engagement. Home visits, welcome meetings, stay-and-play sessions and family learning events provide opportunities for parents to become involved in their child's learning from the earliest opportunity.

Pupils with SEND access the same ambitious curriculum as their peers. Appropriate in-class support is in place for these pupils, including the use of counters, varying resources and the effective use of additional adult support.

Pupils' behaviour is calm and orderly. They have positive attitudes to lessons and, where low-level disruption does occur, it is dealt with swiftly and effectively by staff. Behaviour routines and expectations are clearly embedded and consistently applied across the school. Pupils are polite and courteous to adults and each other.

Pastoral support is a strength of the school. Staff know their pupils extremely well. Leaders have developed a skilled and dedicated team who are highly effective in supporting the needs of pupils. A variety of support programmes are in place to support pupils' behaviour, confidence and mental health. For example, pupils use the 'Zones of Regulation Stations' in place across the school. Pupils move to these areas independently, as a prompt to speak to an adult or as a directed reflection activity. Some pupils learn how to apply breathing techniques to reduce feelings of anxiety, anger or sadness. Pupils reported the benefit and positive impact of the use of these strategies in their daily school life.

Attendance is an ongoing priority for leaders at all levels. Appropriate attendance policies and procedures are in place that are consistently applied. Leaders provide an appropriate balance of support and challenge for families where attendance is an issue.

A well-considered approach to the extra-curricular programme provides effectively for pupils' wider development. External speakers enhance this offer which, where relevant, has a focus on local and community issues. Visitors include local police officers who deliver age-appropriate information on criminal exploitation. Raising aspirations is also a focus of the school's annual careers event.

Staff are extremely positive about leaders' consideration of workload and well-being. Regular meetings are held to discuss workload. Where changes can be made, leaders take swift action. Staff feel that they are listened to and valued.

Those responsible for governance understand their role and carry this out effectively. Governors know their school well and ensure that the school has a clear vision and strategy that is understood by all.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise pupils' safety. They make sure that staff are well trained. Leaders have clear systems in place to record any concerns. They follow up on these concerns effectively. Leaders work closely with external agencies so that pupils and their families get the help they need. Governors maintain good oversight of safeguarding arrangements. They check on safeguarding procedures.

Leaders have ensured that the curriculum provides opportunities for pupils to learn how to stay safe. Pupils understand how to keep themselves safe, including online. They know who to go to if they have any concerns, and know that these will be taken seriously. Leaders follow the statutory requirements for safer recruitment to ensure a strong culture of safeguarding.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The lowest-attaining pupils do not always receive the strongest support in the teaching of early reading. This means they are not secure in the knowledge they require to become confident early readers. Leaders must ensure that all staff who teach, tutor and support the lowest-attaining pupils in reading across school have the necessary skills and experience to enable these pupils to catch up swiftly and begin to read fluently.
- Some pupils have gaps in their mathematical understanding. These pupils do not have the foundations to build increasing mathematical understanding and reasoning skills. Leaders must ensure that teachers continue to check carefully what pupils know and remember in mathematics so that they can effectively support, intervene and close any gaps in pupils' learning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	134659
Local authority	Calderdale
Inspection number	10241986
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	225
Appropriate authority	The governing body
Chair of governing body	Maxine Garbett
Headteacher	Heidi Higgs
Website	www.moorside-primary.org.uk/
Date of previous inspection	27 September 2017, under section 8 of the Education Act 2005

Information about this school

- Moorside Community Primary school opened in September 2004 as a result of an amalgamation.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met the headteacher, the deputy headteacher, the assistant headteacher and the special educational needs coordinator. The geography leader, the leader for physical education (PE), the pastoral leader, the school attendance lead and the school business manager also met with inspectors.

- A meeting was held with the governing body, including the chair and vice-chair of the governing body.
- Inspectors carried out deep dives in these subjects: early reading and phonics, mathematics, geography and PE. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Pupils' behaviour and safety was evaluated on arrival at school, at breakfast club, in the dining room and at breaktimes.
- Senior safeguarding leaders met inspectors to discuss recruitment and safeguarding records. Inspectors met single-sex groups to discuss safeguarding.

Inspection team

Jane Clayton, lead inspector

Ofsted Inspector

Chris Jennings

Ofsted Inspector

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