



# Moldgreen Community Primary School

Inspection Report

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Better  
education  
and care

**Unique Reference Number** 107691  
**Local Authority** Kirklees  
**Inspection number** 287889  
**Inspection dates** 1–2 November 2006  
**Reporting inspector** Ross Parker

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 address</b>	Lister Street
<b>School category</b>	Community		Moldgreen, Huddersfield
<b>Age range of pupils</b>	3–11		West Yorkshire HD5 8BA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01484 226681
<b>Number on roll (school)</b>	346	<b>Fax number</b>	01484 226682
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Julie Amos
		<b>Headteacher</b>	Mrs S Watson
<b>Date of previous school inspection</b>	26 February 2001		

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3–11	1–2 November 2006	287889

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This larger than average primary school serves pupils from age 3 to 11 in an area where there is some social and economic deprivation near to the centre of Huddersfield. The percentage of pupils eligible for free school meals is above average, and the percentage of pupils with learning difficulties and/or disabilities is high because the school includes a unit for pupils with difficulties relating to the autistic spectrum disorder. Some 60% of pupils are white and 39% have a first language other than English.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Moldgreen Community Primary School has improved steadily over the past year, overcoming a dip in standards in 2004/05. It has a good capacity to keep on improving. Currently, it provides a satisfactory standard of education and promotes good personal development within its caring and stimulating learning environment. Standards at the end of Year 6 are average, and achievement is satisfactory for all pupils, including those whose first language is not English, so that the school provides satisfactory value for money.

Relationships within the school are very good and pupils feel safe, both as they move around the site and as they explore new ideas, share their thoughts and ask questions in lessons. Their confidence supports good attitudes to learning and pupils say that they are finding their lessons increasingly enjoyable. This reflects the improving quality of the teaching, which is satisfactory overall but includes some good and outstanding practice. There are still inconsistencies in the quality of marking, and teachers set targets more effectively in literacy than they do in numeracy. In some lessons, teachers are not sufficiently aware of exactly how much each individual pupil has understood. The challenge for the most able pupils is more consistent in literacy and numeracy than in other subjects. In all lessons, teachers manage behaviour well and enable pupils to work collaboratively and independently. They are making increasing use of information and communication technology (ICT), and are keeping a strong focus on basic skills, all of which prepares pupils well for life beyond school.

The curriculum is satisfactory and improving rapidly. Recent developments in activities to increase pupils' enjoyment such as a seaside theme day or a 'scruffy' art project are the start of a drive to extend the established focus on basic literacy and numeracy skills and apply the same imagination and innovation across other subjects. Pupils' social and moral development is good, as seen in their consideration for each other and their behaviour around the school. Their good cultural and spiritual development shows in the range and quality of art work, and their appreciation of different beliefs and traditions from around the world. Extra curricular opportunities are extensive and popular, particularly the wide range of sporting activities. These, along with a clear emphasis on healthy lifestyles, are making a good contribution to pupils' all round well-being.

Pupils are well cared for, and have good opportunities to help each other and people in the wider community. Pupils with learning difficulties and/or disabilities and those with attendance or behaviour problems benefit from well planned provision which means they are well supported in the classroom, and make good progress in overcoming their own personal challenges.

The drive for improvement is being led by a headteacher who came to the school five terms ago, bringing real clarity of vision and skill in selecting the right priorities. In that time the school has moved to a new site, recognised and tackled a trend of underachievement, established new senior and middle management teams, and embraced genuine and realistic self-evaluation and widely shared responsibility.

Provision in the Foundation Stage is now good and the school is in a strong position to raise standards and improve achievement, whilst sustaining the stimulating learning environment that parents and pupils appreciate so much.

### **What the school should do to improve further**

- Improve the consistency of teaching across the school to ensure that all pupils have the best learning experiences.
- Improve the consistency of assessment and target-setting to alert teachers to any possible underachievement, and enhance pupils' understanding of what they need to do to improve.

## **Achievement and standards**

### **Grade: 3**

When pupils join the school their standards are below average, with many pupils lagging behind in their communication and social skills. The good provision in the Foundation Stage supports them to be close to average as they move into Year 1, and well prepared to move on. Standards had been above average as pupils moved up through the school until they began to dip in 2004 and, in 2005, pupils were not achieving as well as they should have done. By rigorously checking pupils' learning from week to week, the school improved standards in most areas in 2006, and work seen during the inspection shows that achievement is clearly satisfactory. The school has identified the continuing decline in the standard of writing in Years 1 and 2 as a major area for development. Discussions with the most able pupils suggest that their achievement would be better if the work in each lesson was planned to give them a consistently higher level of challenge.

## **Personal development and well-being**

### **Grade: 2**

The school provides a friendly and welcoming atmosphere with good relationships supporting good behaviour both in lessons and around the site. Attendance is satisfactory. Pupils are willing to support each other, particularly anyone who is experiencing difficulties. In lessons they are enthusiastic and concentrate well. Their ability to work independently, in pairs or in groups, frees up the adults to give everyone the help that they need. As well as striving to meet challenges in numeracy, they enjoy exploring ideas and learning about major influences in religious education, as well as experimenting in creative subjects. They are learning to contribute towards society through the school council and by doing day to day helpful tasks, as well as charity and community contributions. They showed themselves to be well aware of issues such as the safe use of fireworks, healthy eating and the benefits of participating actively in sports.

## Quality of provision

### Teaching and learning

#### Grade: 3

The headteacher has a very accurate picture of the quality of teaching and learning and is exploiting the strengths to build a trend of improvement. Teachers routinely establish good relationships with pupils so that the working atmosphere is positive and everyone is able to concentrate. Planning in literacy and numeracy lessons is thorough, and this is paying off in terms of rising standards. Individual learning needs are effectively met, and any challenging behaviour is managed sensitively. A clear approach to assessment is in place, and in the best situations this is very effective. Pupils are very clear what they need to do next to improve, and the challenges are pitched at the right level to engage them. This approach is still being refined though and teachers are better at using it in literacy than they are in other areas. In the very best lessons, teachers are highly conscious of the impact of their work on each individual's learning and, as a result, they are quite self-critical and determined to be increasingly effective. Teaching is good in the Foundation Stage. Lessons are varied, learning is brisk and managers are working to help all of the teachers to match this standard.

### Curriculum and other activities

#### Grade: 3

After a period of sustained focus on preparing pupils to succeed in national curriculum tests, the school has identified the curriculum as a priority area for improvement and keeps it under constant review. The school has already made significant progress, both in improving the planning of basic literacy and numeracy, and in extending opportunities for pupils to enjoy a broader range of high quality experiences both in and out of the classroom. The good range of extra-curricular provision is enhanced by the contribution of the additional staff provided by the Excellence in Cities project.

### Care, guidance and support

#### Grade: 2

The quality of care, guidance and support is good. Teachers and support staff are very effective in supporting a wide range of needs, and integrating them into a harmonious and enthusiastic community. All of the provision for pupils with additional needs or external barriers to learning is carefully planned and delivered by the different strands which work well together to provide a seamless wrap-around support. Assessment procedures are clearly understood by pupils and give them clear guidance on how to improve but they are used inconsistently, and the collation of the results of these assessments is not methodical yet. However, the school is continuously refining its assessment techniques to make them even more effective.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher and her senior team have sustained the established relationships and positive ethos whilst placing a strong emphasis on improving both achievement and enjoyment for all pupils. They have built significant middle management capacity so that the school is well placed to keep on getting better. They have refined planning, clearly identified where the high quality teaching is happening, and set up a dynamic and committed middle management team. This has demanded a significant degree of trust, delegation of responsibility, support for colleagues, and has provided challenge for all staff. The headteacher is committed to high levels of consultation, along with honest and consistently open communication. The headteacher and her senior team have faced up to some difficult conclusions about what needed to be changed, and put things in place which made the required improvements possible. They have addressed and checked the decline in standards but much of the development is at an early stage and has not yet had its full impact.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you all for the friendly welcome you gave us when we came to visit your school recently. We really enjoyed meeting you and having the chance to talk to you. Your school is getting better all the time.

Here are some of the really good things about your school

- The way you behave and enjoy your lessons and play times.
- The way that you are kind to other people.
- The way all of the adults look after you so you feel safe.
- Your headteacher and all your teachers are working together to make sure your school keeps getting even better.

What I have asked the school to do to make it even better

- To make all of the lessons as good as the best ones so that you can all learn as well as possible.
- To make sure that you always understand exactly what you need to do to improve your work.

You could help them to do this by asking your teachers for help whenever you are not sure what you need to do to make your work better.