

Moldgreen Community Primary School

Inspection report

Unique Reference Number	107691
Local Authority	Kirklees
Inspection number	336932
Inspection dates	4–5 November 2009
Reporting inspector	Brenda McIntosh

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	371
Appropriate authority	The governing body
Chair	Mr Toby Charif
Headteacher	Mrs S Norris
Date of previous school inspection	1 November 2006
School address	The Avenue Moldgreen Huddersfield HD5 8AE
Telephone number	01484 226681
Fax number	01484 226682
Email address	head.moldgreen@kirklees-schools.org.uk

Age group	3–11
Inspection dates	4–5 November 2009
Inspection number	336932

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons, and held meetings with staff, groups of pupils and the chair of governors. They observed the school's work, and looked at a range of evidence including the school improvement plan, policies, pupils' work, the school's records indicating pupils' progress and attainment and safeguarding procedures. Seventy two parents' questionnaires, 93 pupil questionnaires and seven staff questionnaires were analysed.

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

- why pupils' attainment and progress are improving at a slower rate in mathematics than in science and English
- whether the quality of teaching is of a sufficiently good quality to ensure all groups make consistently good progress across the school
- how well the curriculum meets the needs of all groups of pupils, including those in the Resourced Provision and the increasing number who speak English as an additional language, and how it is used to develop cross-curricular skills
- pupils' understanding of diversity within the school and wider community and the impact of this on their lives
- the effectiveness of the Early Years Foundation Stage and, in particular, how well children's increasingly diverse language needs are met.

Information about the school

The school is larger than average and about 50% of the pupils come from outside the catchment area. The percentage of pupils eligible for free school meals is well above average. A little over 60% of the pupils are White British and the remainder are from a range of minority ethnic backgrounds. About 30% of pupils speak English as an additional language which is well above average. Although these pupils are mainly of Asian origin, there is an increasing range of first languages spoken including Arabic and Mandarin Chinese. An increasing number of children are joining Nursery and Reception with little or no English at all. The number of pupils joining or leaving the school other than at the usual time of admission is above average and increasing. The proportion of pupils with special educational needs and/or disabilities is above average and the number with a statement of special educational needs is well above average. The school has a nine-place Resourced Provision which caters for pupils within the Autism Spectrum. The school holds Activemark Gold, Artsmark Gold, Healthy Schools Gold awards and Investors in People Award.

The Early Years Foundation Stage provides for children in the Nursery and two Reception classes. There is flexible provision for three and four-year-olds in the Nursery. Not all children transfer from Nursery into Reception and a significant number of children join the school in the Reception Year.

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

Moldgreen is a good school and provides a good all-round education for its pupils. It is an inclusive school that welcomes all groups of pupils whatever their background or individual needs. Staff go to great lengths to support those pupils and their families, many of whom face particularly challenging circumstances. Relationships are very positive. This results in a calm purposeful atmosphere and a good climate for learning. Pupils are polite to adults and show care and consideration towards each other. Their behaviour is good and they are eager to learn new things.

Since the last inspection the quality of teaching has improved and, consequently, pupils' achievement is now good. From starting points which are well below expectations in Year 1, pupils make good progress through Key Stage 1 and 2 to reach average standards by the end of Year 6 in English, mathematics and science. Pupils with special educational needs and/or disabilities and those new to learning English receive well-planned programmes of support which enable them also to make good progress. Pupils in the Resourced Provision are fully integrated into mainstream classes and often make exceptional progress owing to the expert way in which they are taught. Staff plan well-considered activities which enable pupils to succeed. Secure assessments enable staff to keep a close track of their progress and see the small steps in their learning.

Children in the Early Years Foundation Stage make satisfactory rather than good progress. Since the last inspection there have been staff changes and quite a change in the profile of children's skills on entry to Nursery. The leader has made a good start on improving the provision to better meet children's needs and has an accurate view of what needs to be done to improve further. However, strategies to observe, assess and record what children can do and then to use the information effectively to plan next steps in learning are not yet sufficiently established to have full impact on improving children's achievement.

Teaching is good overall and the school gives a high priority to developing pupils' basic literacy and numeracy skills. The school has recently taken a more creative approach to redesigning the curriculum, placing a greater emphasis on planning cross-curricular links. However, pupils do not currently have enough opportunities to use their basic skills in other subjects and see how the learning in one subject links with that in others. The curriculum for pupils in Year 1 does not build well enough on the ways of learning with which children are familiar in Reception, or take enough account of their previous skills and abilities.

Since the last inspection the school has increased its overall effectiveness from satisfactory to good. This has been achieved through setting challenging targets,

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

rigorous monitoring and evaluating of its work and taking action to tackle weaknesses. Self-evaluation is accurate and pinpoints clearly the school's strengths as well as what needs to be improved. The senior leaders drive improvements well and have increased the leadership capacity by successfully improving the effectiveness of the middle leaders so they, too, have a good influence on school improvement. The school has a good capacity to improve further.

What does the school need to do to improve further?

- Improve the provision and children's achievement in the Early Years Foundation Stage by:
 - establishing a secure benchmark for children's attainment on entry into Nursery and tracking their subsequent progress carefully in order to gain a clear picture of attainment and progress at the end of Reception
 - improving procedures to assess, observe and record systematically what children can do and use the information to plan the next steps in children's learning
 - ensuring that the strategies used for developing children's skills in linking letters and sounds meet their individual needs.
- Provide more opportunities for pupils to use their basic skills across a range of subjects.
- Ensure that children in Year 1 receive an appropriate curriculum that helps them to build effectively on their previous skills and abilities as they join Key Stage 1.

Outcomes for individuals and groups of pupils

2

In lessons, pupils are keen to do well and eager to learn. Their good behaviour makes a very positive contribution to the good progress they make. Pupils particularly enjoy practical work where they carry out their own investigations with great enthusiasm. Classrooms become a hive of activity. For example, in a science lesson during the inspection, pupils sensibly carried out investigations to determine the differences between liquids and solids and rose to the challenge of thinking things out for themselves. In many lessons pupils are actively involved in assessing their own learning as a matter of course to determine how well they are doing with their work. This includes pupils in the Resourced Provision who are determined to see how well they are doing. Pupils take responsibility for their progress and respond positively to their 'I can' targets and teachers' marking.

Pupils' achievement is good. They start Year 1 with skills and abilities that are well below those expected for their age. They make good progress but attainment remains below average by the end of Year 2. Since the last inspection there has been a marked improvement in pupils' progress in English and science by the end of Year 6. Pupils' performance in mathematics, although satisfactory, has lagged behind. In 2009, the test results improved in mathematics as a result of the school's actions to improve pupils'

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

calculation and problem-solving skills and represented good progress. Attainment in mathematics for the first time in recent years matched the average levels attained in English and science. The current school data and work seen in pupils' books and lessons indicate that average attainment and good progress in English, mathematics and science continue in Year 6.

Pupils have a good awareness of why it is important to lead healthy lives and they are safety conscious. They have a very clear understanding of the rewards and sanctions which help them improve their behaviour and understand the consequences of their own actions. The majority of pupils feel safe and they know there is someone to turn to if they have any worries or concerns. Pupils say that any bullying is dealt with quickly. Pupils make a good contribution to school life and the school council is very proactive in determining how things can be improved. For example, an increased range of extra-curricular activities has been offered as a result of their requests. Pupils develop a good awareness of other cultures. They respect each other's views and differences which results in a harmonious, friendly community. Pupils raise funds for national and international charities and have sponsored a child's education in Africa. Pupils' attendance is average. Pupils develop sound basic literacy and numeracy skills but have limited opportunity to transfer their skills across a range of subjects and situations.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

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

How effective is the provision?

Where lessons are of good quality, assessment is well used to plan work that matches pupils' abilities. The teaching of literacy and numeracy in ability groups in Key Stage 2 works particularly well because it meets the needs of all pupils, from the most able to those with the most significant special educational needs and/or disabilities. Teachers set clear learning objectives and targets for pupils and encourage them to check how well they are doing for themselves. They manage pupils' behaviour effectively and positive relationships help to develop pupils' confidence and self-esteem. In particular, the teaching that promotes active practical learning is highly effective in motivating pupils. Teachers often make a good start in engaging pupils in discussions through good questions but, at times, this can be too one-sided and pupils are told the answers rather than being allowed to work things out for themselves. Occasionally, the pace of the lesson is too slow and tasks can be too challenging to promote good progress. Support staff make an effective contribution to the quality of learning, particularly through the small group work and the intervention programmes.

The information gained from the systems to assess pupils' progress is well used by staff. As a result, they quickly spot if any pupil is falling behind. Additional support and intervention for individuals and groups of pupils are planned very well. Marking is particularly good in literacy where pupils receive clear guidance on how to improve their work. Teachers are extending this good practice to numeracy. The strengths in the use of assessment to support learning in Key Stage 1 and 2 are not yet sufficiently embedded in the Early Years Foundation Stage.

The school is moving to a more creative approach to planning the curriculum with a view to linking subjects together in a meaningful way, but this is at an early stage. The long teaching sessions for literacy and numeracy are not conducive to the needs of the majority of the Year 1 pupils who are not ready for the more formal learning of the National Curriculum because they have not reached the skills expected of them when they leave Reception. Regular visits and visitors plus a wide range of clubs enrich pupils' experiences very well. Clubs are attended well indicating how much they are enjoyed by pupils. The curriculum for pupils in the Resourced Provision is adapted extremely well to cater for their individual needs.

The very good arrangements for pupils' pastoral care include the high priority given to supporting pupils' emotional development. A great deal of support is given to families which aids pupils' learning and development. The procedures for ensuring pupils' good behaviour and regular attendance are effective. In particular, the school is good at including pupils that have been excluded from other schools because of behavioural issues. While the induction arrangements for children into Nursery and Reception are good, the transition arrangements from Reception to Year 1 are not as effective as they might be to ensure pupils' learning needs are fully met. Similarly, the school is looking to improve the transition from Year 1 to Year 2.

These are the grades for the quality of provision

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

The quality of teaching Taking into account: The use of assessment to support learning	2
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leaders have an accurate understanding of the school's strengths and weaknesses and successfully communicate their vision for improvement to all staff and governors. The school improvement plan provides clear priorities and actions to address weaknesses in provision and outcomes for pupils. Staff training receives a high priority and is clearly linked to school improvement. For example, teachers in the Resourced Provision are expertly trained to meet pupils' special educational needs. The improved teaching of mathematics is showing positive outcomes across the school.

The governing body plays an effective part in supporting the school and in holding it to account. They visit the school regularly and carry out focused observations of teaching and learning to find out for themselves how well pupils are doing. Inclusion is at the heart of the school and is reflected in its effective promotion of equality of opportunity and successful efforts to eliminate any discrimination and barriers to learning to improve pupils' chances in life.

The school's promotion of community cohesion is good. Staff have carried out a clear analysis of the school's context and use the diverse nature of its community very well. The school is successful in promoting engagement with a range of people which help pupils develop a strong sense of cultural identity, equality and fairness. The school is now developing links with another school set in more rural surroundings. Safeguarding procedures meet government guidelines and arrangements for ensuring pupils' health and well-being are effective. Good partnerships with parents and others contribute effectively to pupils' learning and well-being. The school has effective links with two special schools which help meet the needs of pupils in the Resourced Provision.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery with skills that are well below those expected for their age, particularly in their language and personal, social and emotional skills. Since the last inspection there have been several staffing changes and school leaders identified some underachievement during the last academic year, which has now been eliminated. Assessment data for the end of Reception have not been secure and the overview of children's progress from entry to Nursery to leaving Reception lacks clarity. Inspection evidence indicates children's skills are well below expectations overall but improving and challenging targets have been set for the current Reception class. The leader, although only in post since April 2009, has quickly made a good assessment of what needs to be done to improve the provision and children's achievement. Improvements have been made to planning the curriculum, assessing children's achievements and making sure that activities are more closely matched to individual needs. Staff are working well as a team to implement changes. Although the developments are recent and not yet firmly established, teaching is strengthening and children are now making at least satisfactory progress. Good links with parents are established early and ensure children settle quickly. Children are happy, enjoy learning and behave well. They are learning to share, take turns and are becoming increasingly confident in selecting activities for themselves. A strong emphasis is placed on developing children's communication and language skills and those new to learning English receive effective support. On occasions, the strategies used to help children recognise letters and sounds are not wholly tailored to meet their individual needs and this slows their progress. Children's welfare is promoted well.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

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

Parents and carers are mostly positive about all aspects of the school's work. A small minority felt that the school did not help them in supporting their child's learning. The inspection showed that the school makes good efforts to involve parents in school life and in their children's education. Parents have been offered a number of workshops, courses and year group meetings relating to the curriculum and behaviour management. Following parental requests the school held meetings to explain the teaching of writing, phonics and calculations in mathematics. Some parents express concerns about the way the school deals with unacceptable behaviour and tackles bullying. The school applies a range of strategies which are effective and allow lessons to progress well. In the playground pupils get on well together and the school is already looking at ways to develop the playground even further to support good social development and purposeful play. Pupils feel that, while some bullying does occur, incidents are dealt with well and there is always an adult on hand who they can turn to if they have any concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moldgreen 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 371 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	53	31	43	1	1	0	0
The school keeps my child safe	37	51	34	47	1	1	0	0
The school informs me about my child's progress	31	43	34	47	6	8	1	1
My child is making enough progress at this school	35	49	36	50	0	0	0	0
The teaching is good at this school	29	40	43	60	0	0	0	0
The school helps me to support my child's learning	28	39	38	53	5	7	1	1
The school helps my child to have a healthy lifestyle	26	36	35	49	7	10	1	1
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)	26	36	36	50	6	8	0	0
The school meets my child's particular needs	30	42	35	49	2	3	1	1
The school deals effectively with unacceptable behaviour	25	35	39	54	6	8	1	1
The school takes account of my suggestions and concerns	20	28	40	56	7	10	2	3
The school is led and managed effectively	34	47	33	46	3	4	0	0
Overall, I am happy with my child's experience at this school	36	50	31	43	4	6	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



6 November 2009

Dear Pupils

Inspection of Moldgreen Community Primary School, Huddersfield, HD5 8AE

Thank you on behalf of the inspection team for your warm and friendly welcome when we came to inspect your school. We really enjoyed our visit and, in particular, the discussions we had with many of you. We judged Moldgreen to be a good school and this means it has improved well since the last inspection. There are many things that are good about your school. Your behaviour is good and helps you to make good progress in your learning. We could see how much you enjoy practical activities and investigating. You are taught well by your teachers and helped to reach average standards by the time you leave in Year 6. It was good to see that your standards in mathematics have improved to match those in English and science. We were pleased to see how well you get on with other pupils and appreciate other faiths and cultures.

The children in the Early Years Foundation Stage, that is Reception and Nursery, are happy and settled but they do not make as much progress in their learning as you do in the rest of the school so we have asked the teachers to make sure they do. We noticed that, although the curriculum helps you to achieve well in English and mathematics, there are not enough opportunities for you to use the skills you learn in these subjects to help you with your learning in other subjects such as history and geography. We have asked the teachers to plan work to help you do this. Finally, we have asked the school to make sure that the type of activities provided for pupils in Year 1 are more like those they are used to in Reception to help them with their learning.

I wish you all the very best and hope you continue to make good use of your targets and 'success criteria' in lessons as you do now to help you improve your work.

Yours sincerely

Mrs Brenda McIntosh

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.