

# Moorlands Primary

## Inspection report

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<b>Unique Reference Number</b>	135030
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	341603
<b>Inspection dates</b>	13–14 July 2010
<b>Reporting inspector</b>	Kath Halifax

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	613
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gary Laird
<b>Headteacher</b>	Mrs A Walker
<b>Date of previous school inspection</b>	4 July 2007
<b>School address</b>	Moorland Road Mount Huddersfield HD3 3UH
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 28 lessons or parts of lessons taught by 19 different teachers. Further time was spent looking at pupils' achievement, work books and information about pupils' progress. Inspectors held meetings with governors, staff and other professionals, and looked at the school's review of its work, the current development plan, minutes of the governing body's meetings and documentation to ensure that pupils are safe. The responses to 257 parents' and carers' questionnaires were analysed.

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

- action taken to ensure that the attainment of pupils at Key Stage 1 in mathematics and reading matches that in writing
- the effectiveness of action taken to raise the attainment of pupils who speak English as an additional language in Year 3
- actions taken to raise attainment in mathematics in all age groups
- the effectiveness of managers at all levels in driving the school's improvement.

## Information about the school

This is a large primary school where the proportion of pupils known to be eligible for free school meals is low. While the majority of pupils are of White British background, almost one third of pupils are from a range of ethnic groups, most of these being of Asian or Asian British heritage. However, the proportion of pupils from Black African backgrounds is increasing, as is the number of pupils from Eastern Europe. Many of these pupils speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is below average. Very few are in the care of the local authority. The school has achieved a number of awards including the Healthy Schools Award and, most recently, Investors in Pupils.

Following the amalgamation of two schools just prior to the previous inspection, the school located to purpose-built accommodation two years ago. The breakfast and after-school clubs were inspected in January 2009.

**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

This is a good and improving school that provides good value for money. Moving into the new building has further integrated the staff from the two schools and has been the springboard for a number of successful initiatives. For example, in addition to providing a common purpose, the work for Investors in Pupils is evident in pupils' outstanding behaviour and in their excellent contribution to the school and wider community. The leadership teams have come together successfully focusing on weaknesses, particularly in the quality of teaching. Effective structures and communication systems have been introduced ensuring that all staff keep abreast of developments and feel part of a team. The school's self-evaluation includes all members of staff and is accurate. Consequently, leaders know what the school does well and what is needed to raise achievement. This gives good capacity to continue to move the school forward.

Since the last inspection, attainment has risen and the rate of pupils' progress has accelerated. Attainment on entry to the school is typical of children starting school. The provision in the Early Years Foundation Stage has come on in leaps and bounds, as a result of the new accommodation, but there is still a way to go. Teachers plan conscientiously but on occasion activities are not sufficiently purposeful or exciting, particularly when using the outdoor area. Pupils make good gains in their learning as they progress through the school, so that by the end of Year 6 attainment is above average. However, while attainment is high in writing, and above average in reading and science, pupils do not achieve as well in mathematics. This is because, while teaching is good overall, it is not as strong in mathematics. The 'mental maths' introduction to each lesson is not used to best effect and assessment is not as exact as it is for reading and writing. The good curriculum, extensive programme for personal education and good care provided contribute well to pupils' understanding of keeping safe and healthy.

The school has developed excellent links with other schools and agencies that contribute exceptionally well to pupils' achievement and well-being. For example, the learning of gifted or talented pupils was challenged in an activity held in conjunction with the local secondary school to design and produce a model Formula 1 racing car.

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

- Raise pupils' attainment in mathematics, by:
  - ensuring that 'mental maths' activities are carefully matched to the range of capabilities

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- consolidating pupils' understanding and application of the four rules of number
- using more rigorous ongoing assessment and recording to identify areas pupils find difficult
- ensuring that pupils understand the next steps in their learning.
- Improve the provision for children in the Early Years Foundation Stage, by:
  - ensuring that activities are purposeful, exciting and build on previous learning
  - ensuring that assessment is accurate and leads to precise planning
  - making better use of the outdoor provision to support all areas of learning.

**Outcomes for individuals and groups of pupils****2**

Despite the inspection taking place at the end of the school year, pupils were still full of enthusiasm for learning, applying themselves diligently to their work and lapping up the activities provided. Their delight was particularly evident when, following a Year 2 lesson outdoors on symmetry, almost one third of the class was bursting to complete a 'lesson comment slip' to record their enjoyment.

As a result of more focused teaching, attainment in Key Stage 1 is rising and the gap is closing between reading and writing. Attainment in mathematics is rising in both key stages, but not at the same rate as in English. Time has been spent consolidating the four rules of number and in providing practical activities, but these areas are still weaknesses. The 2009 teachers' assessments in Year 2 showed considerably lower performance by pupils who speak English as an additional language. As a consequence of a number of initiatives, including small-group and tailored individual work, this group of pupils has made above average progress in their time in Year 3 and their attainment is closer to that of their classmates. The more rigorous identification of pupils with special educational needs and/or disabilities has led to pupils being identified earlier. The ensuing plans, which include a variety of programmes and support from adults, enable them to make similar progress to other pupils.

Pupils enjoy school and leaders have invested considerable time in monitoring and improving attendance. However, despite clear expectations from the headteacher, too many families continue to take holidays in term time. This can create gaps in pupils' learning. Pupils are actively involved in all aspects of school life taking on numerous responsibilities as road safety officers, librarians or play leaders. Through activities such as 'community day' and consultation with architects refurbishing the local shopping centre, they make a considerable contribution to the local community. Pupils are especially proud of their imaginative fundraising to buy cows for Third World countries, and of their inter-generational group where pupils meet with older people exchanging views and learning new skills, such as knitting.

*These are the grades for pupils' outcomes*

<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.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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>1</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>1</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>

**How effective is the provision?**

The quality of teaching is improving, with an increased proportion of outstanding teaching being observed. Teachers are confident, have a good knowledge of the subjects they teach and use a variety of methods to cater for different styles of learning. Teachers plan their lessons conscientiously. They are clear about what pupils will learn and mostly provide tasks matched to pupils' needs. However, in most of the 'mental maths' sessions the same activity is provided for all pupils. This slows the rate of learning as it is too difficult for some pupils and not sufficiently challenging for others. Assessment is good and accurate. Marking is consistent throughout the school and has been contributory to raising attainment in writing. Marking in mathematics is too variable. On occasions, marking is inaccurate and has led to misconceptions, and often does not identify next steps in progress. Individual pupils' targets are continually highlighted in English and contribute to progress, but these are not given the same prominence in mathematics.

The good curriculum is reflected in pupils' learning. The provision for information and communication technology is particularly strong and allows pupils to be confident, competent users of technology. The focus on English has raised attainment. While pupils have been set according to ability for mathematics, this has not been entirely successful and different arrangements are being made. Pupils enjoy and extend their learning through a good variety of visits, visitors and clubs. Pupils whose circumstances make them vulnerable and those who are gifted are provided with programmes adjusted to meet their specific needs. The development of topics, such as the Victorians, Aztecs and 'Rivers', has encouraged pupils to learn independently and resulted in some high-quality

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individual research projects. Pupils say how much they enjoy learning French, especially through their 'French Life' production and assemblies.

Pupils in all age groups benefit from very good relationships with adults. They are known and respected as individuals. Very good work with a range of health professionals and agencies contributes to pupils' well-being. The learning mentor plays a significant part in promoting pupils' emotional well-being and in providing targeted support for pupils whose circumstances make them vulnerable and those experiencing difficulties in their personal life. Good provision is made for pupils new to the country with little knowledge of English, and those who speak English as an additional language, allowing them to gain new vocabulary quickly and breaking down their barriers to learning.

*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>2</b>

**How effective are leadership and management?**

Leaders are resolute in their pursuit of excellence and have the skill and enthusiasm to achieve it. Since the last inspection they have raised attainment and successfully managed a move to the new building with minimum disruption to pupils' learning. The relocation has provided a common purpose and picked up the pace of the school's improvement. An audit of individual staff's strengths has led to good-quality professional training, the impact of which is reflected in pupils' improved achievements and well-being. Subject leadership is good, although the quality of action planning is variable. For example, not all subject plans are evaluated and it is sometimes unclear as to what the next course of action will be. Robust systems to track the progress of individual pupils have been effective in identifying and remedying gaps in learning.

Governance is satisfactory. Recent training has improved governors' understanding of their role. Individual governors' skills, such as a financial background and police work, are used effectively by managers and for the benefit of pupils. Pupils appreciate the work undertaken by class 'link governors'. At the time of the inspection good arrangements were in place to safeguard pupils. Issues about safety and well-being are incorporated into the curriculum. As a consequence, pupils show a good understanding of keeping themselves safe and healthy.

The school is a cohesive, harmonious community where all have equality of opportunity. The styles of teaching are wide-ranging and bring out pupils' individual strengths. Leaders have successfully remedied differences in attainment between different groups.

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Pupils' understanding of community cohesion and diversity is good and is reflected in how they behave and in their attitudes. For example, pupils take pleasure in learning about the customs and beliefs of their Asian, African, Hungarian and Polish classmates.

*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>3</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>1</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children enjoy their time in the Reception class and take pleasure in discussing the pictorial records of their learning with visitors. As a result of a far less-structured regime, children now make choices and lead their learning. Teaching is satisfactory. The quality is good for the teaching of new sounds and early reading, and for writing. Overall, however, adults' ability to increase children's understanding through play and to make learning exciting is inconsistent. For example, while children had fun using a metal detector in the sand, opportunities were missed to link this to their 'fireman' topic and to further their scientific understanding of materials. Children make satisfactory progress, so that by the end of their Reception Year most are working comfortably within the required areas of learning. They make good progress in communication and writing, and in their physical and creative development. Their learning in mathematics and their knowledge and understanding of the world are not so well developed. This is especially so for girls in calculation.

Adults have worked hard to provide activities indoors for all areas of learning, but the outdoor area is not so well utilised to further children's learning. The Early Years Foundation Stage leader teaches another year group and so is not always on hand to keep an eye on things. Suitable policies and procedures contribute to the smooth day-to-day running of the provision.



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Links with parents and carers are very good, and strong links with a number of nurseries allow children to make a smooth transition into the Reception class. Similarly, good links with Year 1 prepare children well for the move into the main body of the school.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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**

Over one third of parents and carers completed the questionnaire with a good proportion taking time to write positive comments. They are pleased with the range of activities available to pupils, the helpfulness and dedication of staff and the new accommodation. The inspection team agree with the strengths identified by parents and carers. In response to their concerns about behaviour, very good systems introduced a while ago have resulted in pupils behaving impeccably and showing consideration for others. A number of parents and carers expressed concern regarding communication. Informative newsletters are frequently sent home; in addition, the school's website not only provides helpful guidance for parents and carers, but also has details of forthcoming events.

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

Ofsted invited all the registered parents and carers of pupils registered at Moorlands Primary 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 257 completed questionnaires by the end of the on-site inspection. In total, there are 613 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	159	62	94	37	1	0	0	0
The school keeps my child safe	141	55	110	43	5	2	0	0
The school informs me about my child's progress	90	35	152	59	13	5	0	0
My child is making enough progress at this school	121	47	119	46	14	5	0	0
The teaching is good at this school	123	48	123	48	4	2	0	0
The school helps me to support my child's learning	84	33	152	59	19	7	0	0
The school helps my child to have a healthy lifestyle	89	35	149	58	15	6	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)	96	37	144	56	9	4	0	0
The school meets my child's particular needs	86	33	155	60	11	4	0	0
The school deals effectively with unacceptable behaviour	86	33	131	51	29	11	0	0
The school takes account of my suggestions and concerns	80	31	133	52	19	7	2	1
The school is led and managed effectively	87	34	153	60	10	4	3	1
Overall, I am happy with my child's experience at this school	127	49	124	48	6	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 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. 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"><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 pupil's 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 July 2010

Dear Pupils

Inspection of Moorlands Primary, Huddersfield, HD3 3UH

First, may I say what a delightful time my colleagues and I had when we inspected your school recently. Thank you for talking to us and for showing us your work. We especially enjoyed hearing all about your visits, your achievements and seeing your end of year production. Congratulations on achieving Investors in Pupils. It was very clear from our chats and the questionnaire replies we received from you and your parents and carers that you enjoy school, and think that you are safe and cared for well.

Your school provides you with a good education. Good teaching allows you to make good progress. You receive good care and support. As well as working hard, you have a very positive attitude to everything the school offers. You enjoy lessons, clubs and visits out of school. Your behaviour is outstanding and you make an excellent contribution to your school and the wider community. All this happens because you have good leaders running the school.

Here are some areas that would make your school more successful.

- You do really well in English, especially writing, and in science; now you need to reach the same standard in mathematics.
- The provision for children in the Reception classes needs to be better, particularly for their outside activities.

We know you will do all you can to help your teachers and wish you every success in your future, particularly those of you moving on to new schools.

Yours sincerely

Mrs Katharine Halifax

Lead inspector

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