

Moldgreen Community Primary School

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

Unique reference number (URN): 107691

Inspection report: 9 September 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

There is an embedded culture of inclusion at Moldgreen Primary School. Leaders and staff have consistently high expectations for pupils with special educational needs and/or disabilities (SEND) and those with other barriers to learning. Guided by the belief that 'there is no ceiling to what each pupil can achieve', leaders work tirelessly to ensure that every pupil receives the support, challenge and opportunities they need to thrive. Leaders and staff have a deep understanding of their pupils. They check pupils' progress regularly and carefully. They quickly and accurately identify individual needs from the Nursery Years onwards. Staff break down learning into smaller steps to help pupils succeed. They provide extra, helpful resources or slightly different tasks. For example, they equip pupils with SEND with sound mats to help them with their reading. Pupils use the sound mats to work out the answer for themselves. This also supports pupils to become more independent and confident. Leaders and staff are thoughtfully developing new spaces within the school building for pupils with SEND and other barriers to learning. These contain additional enhancement and support activities.

Leaders and staff ensure the safety and wellbeing of pupils are paramount. This includes all pupils, including those known or previously known to social care. Leaders take prompt action when needed. For example, leaders regularly check the progress of pupils with SEND. They report incidents and disclosures immediately. They advocate for every pupil. Leaders provide additional assistance where there are gaps in external support, insisting on the best outcomes.

Leaders use pupil premium funding to provide targeted academic support, wider enrichment opportunities and practical assistance. These in turn help pupils to overcome barriers to learning. Staff receive ongoing training to ensure that pupils receive the support they need to succeed. As a result, disadvantaged pupils are well supported to participate fully in school life. They achieve well and develop the knowledge, skills and confidence needed for future success.

Personal development and wellbeing

Strong standard ●

Leaders and staff have high aspirations for pupils' personal development and wellbeing. They ensure that the curriculum is comprehensive and carefully planned, reflecting the school's local context. This includes statutory elements such as relationships and sex education. Personal development and wellbeing are embedded throughout school life and reflect the school's values. Pupils develop the knowledge, skills and confidence they need to thrive both in school and beyond. They recall and connect their previous learning to other areas of the curriculum. Teachers adapt learning for those pupils with special educational needs and/or disabilities.

Leaders have developed a highly effective pastoral support system across the school. Leaders identify and support pupils who may need additional help. Pupils feel well supported and can confidently discuss strategies to promote positive mental health and wellbeing.

Leaders ensure that pupils have a clear, age-appropriate understanding of fundamental British values, diversity, equality and respect for others. Pupils can articulate the signs of discrimination and extremism and debate issues relating to bullying and online safety.

There is a comprehensive enrichment offer. The school has strong links with local places of worship, which further develop pupils' social, moral, spiritual and cultural understanding. Pupils show respect for each other's faiths, beliefs and opinions. They confidently talk about their diverse experiences with classmates, who listen thoughtfully and respectfully.

There is a skilfully planned programme for developing pupils' talents and interests. Opportunities are inclusive and accessible for all. For example, leaders ensure that disabled pupils are able to participate as fully as possible in the school's annual 'long walk'. Regular pupil voice activity ensures that pupils' views are listened to and acted upon. For example, leaders have introduced a gymnastics club in response to pupils' requests. They send personalised invitations to some pupils to encourage participation and build confidence. Leaders and staff empower pupils to develop aspirations and make informed choices and plans for their futures. Pupils are very well prepared for life beyond primary school.

Expected standard

Achievement

Expected standard 

Leaders and staff work together to ensure that pupils have the right support to achieve well. This includes enabling positive attitudes to learning. Attainment in national tests is broadly in line with national outcomes. This includes outcomes for pupils who are eligible for pupil premium funding. However, some pupils' results are less positive, such as reading to a higher standard in Year 6. Leaders thoughtfully plan support for pupils so that they can improve.

Evidence of progress in learning can be found in books, lessons and sequences of lessons for individuals and groups of pupils. Pupils, including those with barriers to their learning, generally achieve well from their starting points. Pupils gain basic knowledge in reading, writing and mathematics, which in turn helps pupils to achieve well. Many pupils are well prepared for the next steps in their education.

Attendance and behaviour

Expected standard 

Leaders use data effectively to identify trends and issues in attendance. They understand the local context and circumstances that may create barriers to attendance. They successfully involve external agencies for pupils who struggle to attend regularly, such as additional family support from the local authority. There have been some recent issues with overall attendance and with the attendance of some groups of pupils. However, leaders have responded quickly to resolve these issues. Leaders are aware that attendance remains an important focus.

Leaders, staff and pupils have high expectations for behaviour in school. From the start of the school day, pupils are orderly and respectful. For example, pupils line up calmly for

assemblies and at lunchtimes. Sometimes, staff need to give gentle reminders to pupils about behaviour. Pupils respond respectfully. There are warm relationships between staff and pupils and between pupils. The effective personal development programme, combined with high expectations, creates a culture of mutual respect. This enables pupils to belong, learn and thrive within the calm, positive atmosphere.

Leaders track and effectively act upon behaviour incidents, including bullying. Leaders ensure that reasonable adjustments and adaptations are generally used appropriately for pupils with barriers to their learning. They provide training so that staff can further improve their behaviour management skills.

Curriculum and teaching

Expected standard 

Leaders have embedded a well-balanced, planned and sequenced curriculum from the early years onwards. They ensure that all pupils have access to a broad offer of subjects. In some subjects, leaders continue to develop the curriculum further. For example, in mathematics, teachers ensure that there are extra challenging tasks for more able pupils.

Leaders ensure that there is a consistent and effective structure to lessons. This helps pupils to focus on any new learning within familiar routines. Staff continuously check learning and progress within lessons. They adjust their teaching as needed. There are effective approaches to help pupils to secure basic knowledge. Leaders ensure that these are used in the early years and further up the school if still needed. For example, leaders ensure that the teaching of phonics is continued into key stage 2 as necessary, including for pupils who are new to the school. Teachers regularly check and give feedback to pupils, identifying any misconceptions that pupils may have. For example, teachers identify incorrect letter formation. They then ensure that pupils correct and practise this.

Leaders and staff support pupils with special educational needs and/or disabilities and other barriers to their learning. This helps all pupils to succeed, whatever their starting points.

Early years

Expected standard 

Leaders prioritise the early years. They ensure high-quality resources, provision and staffing are in place for all age groups. Leaders identify the key knowledge they want children to learn, ensuring that it is effectively sequenced. Reception children use provision areas independently and with purpose. They choose to sit at tables for mark-making and can describe what they are doing and why. Teachers regularly check what children are learning. They have identified that communication skills are a focus. They adapt the learning environment to support children to develop their speaking and listening skills. Staff model language effectively across a range of planned activities. There are meaningful interactions and consistently warm relationships across the early years. Children work well alongside each other. They learn to interact with respect and friendship. They enjoy their learning.

Leaders and staff have an accurate understanding of each child's needs. They create and implement individualised plans to support them to thrive. Leaders ensure that barriers to children's learning are understood by staff. Staff access relevant training to develop their skills and expertise further. There are effective transition arrangements. Teachers

consistently and effectively deliver essential knowledge such as phonics. Pupil outcomes are improving.

Staff care for children well. Daily routines are embedded. Children know the expectations for their behaviour and learning. Intimate care practices are well established. Staff understand relevant statutory guidance, which is appropriately applied.

Leadership and governance

Expected standard 

Leaders and governors have a sound understanding of their school, its context and the pupils within it. This includes the school's strengths and areas for development. They can communicate their future plans and the relevant reasons for these. Their evaluations and forward plans are accurate and effective. Leaders ensure that everyone shares their high expectations of all pupils. They lead by example. They care about individual pupils, including those with barriers to learning. They find ways to engage with their local community. They also take on additional leadership and collaboration roles within local partnerships.

Leaders have an astute understanding of the strengths and needs of their staff. They ensure that appropriate and comprehensive training is available to develop staff further. This includes training by nationally recognised bodies. Leaders are building an effective and skilled team. They are ambitious to empower middle leaders to lead their subjects and areas even more proactively and independently. Leaders take positive action regarding staff workload and wellbeing. Staff have access to health and fitness support. Staff are positive about leaders and how they are supported by them. They welcome the fact that senior leaders are visible and that governors visit the school regularly. Governors are reflective about their roles. They recognise and meet their statutory duties, including their safeguarding duties.

What it's like to be a pupil at this school

The pupils of Moldgreen Community Primary School are immersed in its inclusive and positive ethos. Leaders and staff ensure that pupils feel safe and are kept safe.

The school's values of being respectful, responsible and resilient are woven through school life. Examples of these can be seen throughout each day. Pupils show respect for others by behaving with calmness and care. They show resilience by persevering when learning new knowledge and mastering new skills. For example, they work hard to develop neat and accurate handwriting. Children learn to take responsibility for others and for themselves. By Year 6, pupils formally apply for a range of positions of responsibility. This includes completing application forms and making presentations to leaders and governors. Roles include acting as mentors for younger children. Older pupils say that they strive to be positive role models both inside and outside of school. New pupils are welcomed and supported to feel that they belong. Pupils say that bullying is rare and that if it happens trusted adults will resolve it effectively. Pupils with additional needs are treated as equals within the classroom, the wider school community and the curriculum. Some pupils face complex barriers to attendance, which leaders work to understand and address.

Pupils are well prepared for the next steps in their learning. They make good progress from their starting points. They have access to a broad range of subjects. They look forward to lessons such as mathematics, French and art. Through real-life experiences, pupils develop empathy and deepen their understanding of the world around them. These experiences help them to recall their learning more effectively. Staff foster a love of music. Pupils learn to play a wide variety of instruments. They sing with confidence and enthusiasm.

Pupils participate in local and national competitions, including cross-country running and girls' football. They work alongside artists and learn skills such as ballroom dancing. These are just some of the many planned opportunities available to all pupils to develop their strengths, interests and talents.

Next steps

- Leaders should continue to identify and tackle specific barriers to attendance for all pupils and groups of pupils.
 - Leaders should further enhance professional development approaches to ensure that leaders at all levels can make a consistently positive and proactive contribution to the school's priorities.
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About this inspection

The chair of the board of governors is Ekra Afzal.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 9 and 10 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the local authority learning partner, the chair and members of the governing board, the headteacher and senior leaders during the inspection.

The school currently uses no alternative provision.

There has been a new chair of governors since the last inspection.

Headteacher: Helen Pearson

Lead inspector:

Abbey Broom, His Majesty's Inspector

Team inspectors:

Louise Greatrex, Ofsted Inspector

Rebecca Clayton, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

338

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

380

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

29.59%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

3.55%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

20.41%

Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	61%	Close to average
2024/25 (final)	55%	62%	Close to average
2023/24 (final)	67%	61%	Close to average
2022/23 (final)	42%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	74%	Close to average
2024/25 (final)	74%	75%	Close to average
2023/24 (final)	86%	74%	Above
2022/23 (final)	54%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	72%	Close to average
2024/25 (final)	70%	72%	Close to average
2023/24 (final)	82%	72%	Above
2022/23 (final)	66%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	73%	Close to average
2024/25 (final)	70%	74%	Close to average
2023/24 (final)	73%	73%	Close to average
2022/23 (final)	70%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	46%	Close to average
2024/25 (final)	50%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	59%	46%	Above
2022/23 (final)	30%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	62%	Close to average
2024/25 (final)	64%	63%	Close to average
2023/24 (final)	94%	62%	Above
2022/23 (final)	45%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	59%	Above
2024/25 (final)	71%	59%	Above
2023/24 (final)	76%	58%	Above
2022/23 (final)	55%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	60%	Close to average
2024/25 (final)	57%	61%	Close to average
2023/24 (final)	59%	59%	Close to average
2022/23 (final)	50%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	45%	68%	-23 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	59%	67%	-9 pp
2022/23 (final)	30%	66%	-36 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (final)	64%	81%	-17 pp
2023/24 (final)	94%	80%	14 pp
2022/23 (final)	45%	78%	-33 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	78%	-11 pp
2024/25 (final)	71%	78%	-7 pp
2023/24 (final)	76%	78%	-1 pp
2022/23 (final)	55%	77%	-22 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	80%	-25 pp
2024/25 (final)	57%	81%	-23 pp
2023/24 (final)	59%	79%	-21 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	79%	-29 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	6.7%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	14.1%	13.0%	Close to average
2023/24 (3 term)	14.6%	14.6%	Close to average
2022/23 (3 term)	17.7%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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