

# Molescroft Primary School

## Inspection report

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<b>Unique Reference Number</b>	117889
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	312740
<b>Inspection date</b>	19 May 2008
<b>Reporting inspector</b>	Lynne Read

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>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	407
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tony Knight
<b>Headteacher</b>	Mr Michael Lancaster
<b>Date of previous school inspection</b>	1 April 2005
<b>School address</b>	St Leonard's Road Molescroft Beverley HU17 7HF
<b>Telephone number</b>	01482 861762
<b>Fax number</b>	01482 871236

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## Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' attitudes and behaviour; the breadth of the curriculum in meeting all pupils' needs; enrichment activities; health and safety, and safeguarding procedures; and the quality and impact of leadership and management on standards and achievement. Evidence was gathered from: observations, assessment data, records and documents, parents' replies to the questionnaires and discussions with staff, governors and pupils. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

This larger than average school serves an area of social and economic advantage in Beverley. A much lower proportion of pupils take up free school meals than is usual. Most pupils are of White British heritage, with around 4% having European, Asian or African backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average overall, although an above average number have statements of special educational need.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Molescroft Primary is an outstanding school that provides excellent value for money. It has a deservedly high reputation and a very strong profile within the locality through involvement in community events and its informative website. Parents have exceptionally positive views and contribute much to school life through the Parents' Association. In questionnaires they praise the 'fantastic, broad, exciting and challenging education'. They say their children are very happy at school and grow into 'well rounded individuals'. Excellent links with other schools and agencies bring substantial benefits to pupils' learning, especially in arts, drama and physical education.

Standards are significantly above average by Year 6. From their broadly average starting points on entry to school, pupils' achievement is outstanding. By the time pupils enter Year 1, many of the older children in the year group have exceeded typical expectations. The development of most of the summer born children, who have just one term in the Reception class, is in line with expectations. Very good measures ensure that these younger children have the support they need to quickly close the gap.

Pupils make excellent progress through Key Stages 1 and 2. By the end of Year 2 standards in reading, writing and mathematics are above average with a high proportion of pupils exceeding the standards expected nationally for the age group. During Key Stage 2 the excellent attainment is maintained. Standards in English, mathematics and science by Year 6 are significantly above average and have been so consistently over the last few years. This is in spite of a small dip in progress in 2007 which was due, in part, to an unusually high proportion of pupils who joined the school part way through the juniors. Many of this group had experienced some difficulty in their previous education and, although they made very good progress once settled, they had lost valuable learning time. Some pupils also narrowly missed their expected target in mathematics. The current Year 6 pupils have benefited from an improved curriculum and better guidance in this subject and are working securely towards their challenging targets. Work of a high quality is seen across the curriculum and especially so in art, music and information and communication technology. The excellent support for pupils who have learning or emotional difficulties is recognised through the Gold Inclusion Award. They progress exceptionally well and have very good self esteem. Boys and girls learn equally well because teachers plan lessons to cater for different interests.

Pupils' learning is outstanding because they are extremely well taught. Individual progress is assessed on a very regular basis. The information is used exceptionally well to ensure that lessons promote a fast pace to learning and include exacting challenges for the more able. Where pupils' progress is not meeting the teachers' very high expectations, special booster programmes are introduced. This is an important factor underpinning the excellent progress. The quality of advice given in marking is helpful and teachers provide very useful individual guidance to help pupils improve their work. This helps to boost progress and allows pupils to take responsibility for their learning. The school actively encourages and involves parents in their children's education so they are able to help at home.

The curriculum is outstanding. A host of nationally recognised awards testify to the excellent balance between creative, physical and academic work. Pupils have extensive opportunities to apply their literacy and numeracy skills and to become highly competent in computer work. There is excellent enhancement for learning through visits, expert visitors to school and themed

events, such as the recent Chinese week. Pupils take very good advantage of an extensive range of lunchtime and after-school clubs. These provide excellent opportunities for exercise, competitive sport and for the development of individual talents and interests.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. They are supported very well by an excellent programme of personal, health, social and citizenship education. In addition, highly valued rewards, such as an entry in the 'gold book', promote thoughtful actions and kind deeds. Pupils have rich and varied opportunities to learn about cultures and faiths through links with schools around the world, for example, in Uganda. In addition, pupils develop an excellent understanding of environmental issues through the work of their 'green team'. Attendance is well above average. Pupils thoroughly enjoy coming to school and their behaviour is exemplary. Older ones demonstrate very good self-discipline and a strong work ethic.

The standard of care is excellent. Attention to health and safety issues is meticulous; measures for safeguarding pupils meet all requirements. Pupils say they feel totally safe and free from bullying. Their understanding of healthy living is excellent; many add salad to their lunchtime meal and all enjoy exercise and sport. All age groups contribute to the smooth running of the school through their elected class council members. For example, the school rules were developed after full consultation with pupils, and are well respected. In addition, enterprise opportunities and high standards mean that pupils are exceptionally well equipped for life beyond primary school.

The headteacher's leadership is excellent. He is held in great esteem by pupils, staff, governors and parents and promotes very strong teamwork among the talented and hard-working staff. The inviting learning environment, good quality resources, highly efficient administration and excellent maintenance reflects the shared vision of excellence. There is no complacency in this outstanding school. Constant and rigorous monitoring of the school's performance by the highly effective senior and subject managers ensures early identification of potential problems. Improvement planning provides a clear agenda for action so the school is constantly moving forwards. The good range of strengths in the previous inspection report has been successfully maintained and standards have risen. The school's capacity to maintain its outstanding record of success is excellent. Governance is excellent. Governors' expertise and active and critical leadership and management ensure pupils' interests are paramount. All statutory requirements are met.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

When children enter the Reception classes their development is broadly typical for their age, although a minority have difficulty with language, literacy and number skills. Procedures for introducing children into school are excellent so they settle quickly. They make a flying start to their education and develop a broad foundation for later work. Teaching in small adult led groups develops specific skills and areas of knowledge. The curriculum motivates children exceptionally well because it is built around their interests. During the inspection they were having great fun with the theme 'fairy tales'. Some made gingerbread men while others acted out stories or painted favourite characters. An interesting selection of 'free choice' activities, both inside and out, encourages children to practise their new skills and investigate their world. By the end of the Foundation Stage, children have met their teachers' expectations. Overall, attainment is just above that typical but it varies widely, and is higher for those who have had the benefit of three terms in Reception.

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

- There are no significant issues for improvement.

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## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

20 May 2008

Dear Pupils

Inspection of Molescroft Primary School, East Riding of Yorkshire,

HU17 7HF

Thank you for the very warm welcome you gave me when I visited your school. I thoroughly enjoyed my day and I appreciated all the help you gave me and the interesting conversations we had. In return, I would like to tell you what I found out.

Molescroft Primary is an outstanding school. Some of the things that impressed me most were your excellent behaviour and the amazing range of lessons and activities you have. Your blogs on the website are very interesting and show all the fun things that you do. You get on extremely well together and take very good care of each other. You are a credit to your families and your school. Your council members ensure that your views are known and are good at putting your case forward. I think you do a good job during 'citizenship fortnight' when you find lots of ways of raising money for charities. It shows that you care about those who are less fortunate in the world.

You say the school is a safe, happy and bully-free place. I know you take good advantage of all the different sports on offer and are looking forward to having your own adventure playground soon. That sounds very exciting. You also enjoy playing a wide variety of instruments in the school orchestra and taking part in performances. I saw lots of beautiful art work on display, so I think you are very talented all round! Please thank your parents for sending lots of replies to the questionnaire. They are very pleased with the school, especially the excellent learning, the extremely good teaching and the friendly atmosphere.

You are keen to learn, work hard and are making excellent progress. Well done, this is helping you to progress at a fast rate. Your teachers are always looking for new ideas to stretch your abilities and talents. I hope you continue to relish the challenges that they bring to lessons and enjoy continued success at the school.

Thank you once again for the interesting conversations I had and for letting me share your day. Both you and the staff can be tremendously proud of your exciting school. Please accept my best wishes for the future.

Yours sincerely

Mrs Lynne Read

Lead inspector