

Inspection of Molescroft Primary School

St Leonard's Road, Molescroft, Beverley HU17 7HF

Inspection dates: 18 and 19 October 2022

Overall effectiveness **Outstanding**

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade **Outstanding**

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since May 2008.

What is it like to attend this school?

The Molescroft motto of 'Everybody cares, everybody learns, and everybody matters' is not something that exists on a letterhead, it is something that permeates all aspects of school life. The motto underpins all decisions that leaders make.

Leaders have developed an ambitious curriculum. Pupils, including those with additional needs, are supported to achieve highly. Through the vibrant annual international festival pupils learn about the similarities and differences between themselves and those who live elsewhere in the world.

Bullying is very rare at Molescroft. On the rare occasions it happens, pupils know the importance of reporting it and are confident that it will be dealt with quickly and effectively. Behaviour in lessons and around school is calm and purposeful. Pupils mix easily with those from other year groups at break times. They enjoy coming to school.

Pupils are exceptionally proud to 'be a Mole'. They talk about being 'once a Mole, always a Mole'. Key Molescroft attributes of working hard, showing gratitude and demonstrating kindness are reinforced by adults at every opportunity. Pupils are determined to demonstrate these attributes, and be ambassadors for their school, as they move through life.

What does the school do well and what does it need to do better?

Leaders have developed an ambitious curriculum that enthuses pupils about the world around them. Pupils learn French or Spanish from the very start of their time in school. Curriculum plans identify subject-specific language that pupils should learn. The identified language is challenging but teachers, supported expertly by teaching assistants, support all pupils to understand it. As a result, pupils often use this sophisticated language independently when talking about their work.

Subject leaders are very knowledgeable about their subjects. They have carefully considered what pupils should learn in their subject, how it builds upon prior learning and how it links with other subjects. Subject leaders have developed guidance for teachers about how their subject should be taught. Through modelling and coaching, they ensure that adults working with pupils are supported to teach each subject effectively. Teachers routinely check whether pupils have remembered what they have previously been taught. When they have not, they adjust their teaching appropriately.

Leaders ensure that staff teach phonics effectively and consistently. Pupils read books that are matched appropriately to the sounds that they are learning. Where pupils require additional support to learn new sounds, they are identified quickly and receive additional support and practice on the same day. As a result, pupils learn to read quickly, fluently and with comprehension. Throughout school, pupils enjoy

listening to adults read. Leaders ensure that pupils listen to, and read, a wide range of books.

Leaders seek to actively engage parents in the life of the school. Before children even start attending Reception, parents are invited to attend whole-school events. Parents value the 'bedtime stories videos' that Reception teachers send home before children start school. These help children with their start to school.

Pupils benefit from an exceptional array of extra-curricular clubs and groups, including a vibrant orchestra, an active ecological group and a range of sporting teams. During the COVID-19 restrictions, leaders were determined to keep as many aspects of wider school life continuing as possible, as well as delivering remote lessons. For example, the annual school musical became a 'radio play', with pupils recording their parts at home that were edited together in school before being published for the whole community to enjoy.

Through personal, social and health education (PSHE) lessons, and through daily whole-school assemblies, pupils learn about respect, tolerance and democracy. There is an active school council, with representatives from all classes who influence the life of school. For example, recently the school council suggested that a theme day looking at 'How childhood has changed over the years' be introduced into the school calendar. As a result, leaders are planning to introduce this.

Behaviour in lessons and around school, including at lunch and breaktimes, is exceptionally calm. There is a simple and clear behaviour policy that is understood by everyone in school. Pupils of all ages value the 'marbles' reward scheme and enjoy working together, as classes, to save up their jars to spend on class rewards.

The quality of leadership, throughout school, means that leaders frequently support other schools and organisations. The headteacher carefully ensures that this does not get in the way of providing a high quality of education for pupils at Molescroft.

Adults working in school are very well supported. Workload is managed effectively, allowing staff to focus on tasks and activities that will make the most difference to pupils.

Governors have established processes to gain an understanding of the strengths and weaknesses of the school. Through these, they have an accurate view of the school, and challenge and support the headteacher and other leaders effectively to continue providing an exceptional education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all adults, including volunteers, receive up-to-date safeguarding training. They check that everyone working in school knows the risks that young people face growing up, the signs that a pupil may be in need of help and the

importance of reporting concerns. Where potential concerns are raised, the designated safeguarding lead (DSL) proactively seeks guidance and support from outside agencies as to the appropriate steps to take.

Pupils are taught about the risks they face in life. For example, they learn about how to stay safe in the local community and how to report online concerns. Where potential issues arise locally or nationally, the PSHE curriculum is adapted appropriately.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	117889
Local authority	East Riding of Yorkshire
Inspection number	10229015
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	418
Appropriate authority	The governing body
Chair of governing body	Ade Adamson
Headteacher	Michael Loncaster
Website	www.molescroftprimary.net
Date of previous inspection	19 May 2008

Information about this school

- The number of pupils in school is well above the national average for a primary school.
- The proportion of pupils eligible for free school meals is well below the national average.
- The proportion of pupils with education, health and care plans is above the national average.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, the special educational needs coordinator, the leader in charge of the PSHE curriculum, leaders in charge of the

international festival, the DSL, a group of governors and a local authority representative. An inspector spoke to the chair of the governing body on the phone.

- Inspectors met the early years leader, visited Reception classes and spoke with children.
- Inspectors took account of a wide range of documentary information, including school policies and self-evaluation, records of behaviour and attendance, internal and external reviews, minutes from governing body meetings and information regarding safeguarding processes.
- Inspectors carried out deep dives into reading, mathematics, geography and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. An inspector listened to pupils reading.
- Inspectors reviewed curriculum planning documents in history and science.
- Inspectors attended whole-school assemblies and visited PSHE lessons.
- Inspectors visited the breakfast club and after-school clubs, and observed pupils at break, lunchtime and when moving around school.
- Inspectors spoke to teachers, teaching assistants and other staff over the course of the inspection and considered responses to the staff survey.
- Inspectors spoke to parents at the start of the school day and reviewed the responses to Ofsted's Parent View survey.
- Inspectors met formally with groups of pupils and spoke to others informally throughout the inspection.

Inspection team

Steve Wren, lead inspector	His Majesty's Inspector
Nicola Beaumont	His Majesty's Inspector
Richard Jones	His Majesty's Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022