

Infant School Moorthorpe Primary (J and I) School

Inspection report

Unique Reference Number	130863
Local Authority	Wakefield
Inspection number	293647
Inspection date	21 June 2007
Reporting inspector	Amraz Ali

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 on roll	235
School	
Appropriate authority	The governing body
Chair	Mr Paul Brook
Headteacher	Mrs Margaret Wildey
Date of previous school inspection	20 May 2002
School address	Regent Street Moorthorpe Pontefract West Yorkshire WF9 2BL
Telephone number	01977 723860
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is an average sized primary school. The proportion of pupils entitled to free school meals is slightly above average. Almost all pupils are of White British heritage. The proportion of children from minority ethnic backgrounds is well below that found nationally. There is a tiny minority of pupils who speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average, but the proportion of pupils with a statement of special educational need is below average. The school holds the National Healthy School Award and the Basic Skills Agency Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features and it provides good value for money. The school's excellent curriculum and care bring about pupils' outstanding personal development and well-being. The vast majority of parents are very supportive of the school. They describe it as 'one big happy family' because it provides good care and support and allows all pupils to progress well, including those with learning difficulties and/or disabilities.

Leadership and management are good. There is a strong shared vision and a clear sense of purpose. Provision has been significantly enhanced by major improvements and enhancements to the curriculum which is now outstanding. The quality of teaching and learning is now consistently good. As a result, most pupils make good progress, achieve well and enjoy their education. The school's capacity to make further improvement is good.

Achievement is good overall. There has been a steady improvement over recent years because of the successful drive to improve teaching and learning and the curriculum. Children typically enter the school with levels of ability below those expected for three year olds. They consistently make good and sometimes very good progress in the Foundation Stage to reach standards that are almost in line with national expectations. This is because of the outstanding provision and the nurturing of pupils in their first two years at the school. Good progress continues through Year 1 and 2 where pupils reach standards that are similar to the national average. By the time they reach Year 6, standards are average in English, above average in mathematics but are well above average in science. Girls do better than boys, particularly in English and mathematics. Inspection evidence shows that this is being addressed and is more even for 7 year olds but girls continue to reach higher standards by the time they are 11. This is particularly the case in writing where boys do not always make the expected progress to reach the standards that they are capable of.

Lessons are well managed and pupils are always engaged in their learning. This is because learning activities are planned well to include interesting and enjoyable activities, typically using artefacts that make learning meaningful. The recently introduced 'closing the gap' marking is having a positive impact and is beginning to ensure that teachers' comments help pupils know how to improve their work. The outstanding curriculum is innovative and offers pupils many opportunities to learn skills and develop attitudes that will help them in later life. Pupils' personal development is outstanding and they are keen and enthusiastic learners. Their behaviour and attitude to school and lessons are consistently good because they like and respect their teachers and each other.

Displays of pupils' work throughout the school are of high quality, contribute well to learning and foster pupils' pride in what they do. The pupils' 'voice' has been encouraged and heeded through the school council. Pupils are given responsibility and accept it readily. They talk excitedly about the plans they have for improving the school uniform with the addition of a school tie! Pupils report enjoying school and the very wide range of extra activities on offer. These activities promote pupils' personal development and contribute well to their future economic well-being.

What the school should do to improve further

- Improve the progress of boys in writing across the school so that more reach the expected standard by the time they leave.

Achievement and standards

Grade: 2

Achievement is good throughout the school. Children enter the school with varied levels of ability and there is evidence that this has been below that typically expected for three year olds in the past. However, in recent years, attainment on entry is becoming more typical of what is expected but is still below average overall. They consistently make good and sometimes very good progress in the Foundation Stage to reach standards that are almost in line with national expectations. This is because of the outstanding provision and the nurturing of pupils in their first few years at the school. Good progress continues through Year 1 and 2 and pupils reach standards that are close to the national average. Over the last five years, standards have improved for Year 6 pupils and are now average in English, above average in mathematics but are well above average in science. There are particular strengths in reading which results from the very effective deployment of staff who lead daily small group reading sessions. Girls do better than boys, particularly in English and mathematics. This is being addressed and is more even for seven year olds, where results are now similar for boys and girls. However girls continue to reach higher standards by the time they are 11. It is in writing where a small but significant number of boys do not always make the expected progress to reach standards that they are capable of reaching. Pupils with learning difficulties and/or disabilities make good progress because of the very effective specialist teaching and support they receive. The very small number of pupils with English as an additional language make good progress and achieve similar standards to other pupils because of the way that they are fully included in the life of the school.

Personal development and well-being

Grade: 1

This area of the school's work is outstanding. This is because staff know pupils and families very well and they use this to build effective relationships based on mutual trust and respect. Pupils say that they really enjoy school and feel safe. They say that everyone gets on well together and, like their parents, describe the school as being 'like one big family where everyone knows each other.' This is largely the result of the school's success in promoting caring and tolerance amongst its pupils from an early age. The oldest pupils enjoy helping their younger schoolmates in lessons and at break times. A culture of care and consideration permeates the school. The spiritual, moral, social and cultural development of pupils is good. They are taught about the values of other cultures and religions and the oldest pupils value this and understand the importance of tolerance and respect for others. Pupils take seriously the day-to-day responsibilities they are given such as acting as library monitors. They benefit from well developed health awareness education and have many opportunities to take exercise, to drink water and to make sensible food choices. For example, one pupil told us how his work in school and the lunchtime menu had allowed him to try and thoroughly enjoy rhubarb! By the time they leave the school, they are confident, well mannered members of the community. Attendance is satisfactory and improving. However a small number of pupils are regularly absent despite the best efforts of staff and the introduction of rewards for full attendance.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good with some strong features. Good relationships and clear expectations of pupils lead to active engagement in lessons. Teaching is characterised by the way in which staff make productive use of a wide range of strategies to engage and motivate pupils. They regularly use artefacts and employ information and communication technology (ICT) to motivate and focus pupils' learning. The pupils behave well as a result and have very good relationships with their teachers and with each other. Teaching and learning in the Foundation Stage are particularly effective: the skills and attitudes that children acquire give them an excellent start to their education. Teachers and learning support assistants plan and work together effectively. Pupils particularly enjoy lessons with practical activities involving experiments and computers. There are good opportunities for speaking and listening in most lessons and teachers work hard to boost those pupils who lack the confidence to express themselves orally. For example, in one lesson, pupils were examining a baby's shoe and a keepsake from a teacher's past. After a thorough examination they were able to offer sensible and sensitive suggestions as to why this was special to the teacher. The school's work to improve standards over the last five years has been successful because of the focus on making teaching more effective.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. It has helped teachers to raise levels of achievement and has contributed effectively to pupils' outstanding personal development and well-being. The school complements its focus on basic skills with innovative projects such as 'philosophy for children' and 'Growlt, Cooklt, Filmlt.' Both develop and extend pupils' thinking and understanding of the world. The school is developing interesting links between subjects and makes good use of its quality ICT resources to stimulate learners' interests. Pupils say they particularly enjoy the frequent theme weeks, such as 'sports week' and 'science week' where some memorable experiences have developed a range of skills and knowledge. There is a wide array of extra-curricular clubs and activities which pupils say they really enjoy. This includes sporting opportunities and music clubs. Pupils say that they have many opportunities to try out new musical instruments, the ukulele, for example. The curriculum and provision for the youngest pupils is outstanding and a real strength of the school. It provides them with a huge range of varied and interesting experiences. This excellent provision effectively develops their personal, social and required basic skills with which they can continue their education.

Care, guidance and support

Grade: 2

Pupils are very well cared for in a happy and friendly environment. Relationships are outstanding, pupils feel safe and secure and say that 'everyone listens and help you if you have a problem.' Child protection and other checks to safeguard pupils' health, safety and well-being are in place. Pupils' progress is monitored regularly and appropriate action taken if anyone is seen to be falling behind. The school responds at an early stage to pupils with learning difficulties and/or disabilities by providing extra support or involving other agencies when appropriate. As a result, these pupils are fully included in all activities and make good progress. Teachers effectively show pupils where they have gone wrong and indicate in their 'closing the gap'

marking how work could be better. This is beginning to have a positive impact. There are particular strengths in the work of the learning mentor and the work done to nurture and support individual pupils experiencing personal problems.

Leadership and management

Grade: 2

Leadership and management are good with some strong features. The leadership and vision of the headteacher have been instrumental in securing strong teamwork where all staff are committed to making the school very inclusive. This teamwork has ensured all round improvements and has been particularly effective at cultivating a very positive 'family' ethos from which all pupils benefit and become well rounded members of the school community. This results in pupils enjoying their work and learning. Very effective partnerships with other schools and groups have helped to enhance the curriculum and embrace exciting and innovative approaches. The work of leaders at all levels is good and as a consequence, they have an accurate awareness of how effective the school is and what the priorities are for improvement. Resources are well used and the school has a good capacity to improve. Governance is good because governors are fully committed to the school and are very supportive. However, there is scope for them to develop their role further as critical friends.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	2

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for making my day at your school so enjoyable when I visited recently. You were all very polite and showed great interest in the work I was doing. I enjoyed meeting you and seeing you in your lessons and around the school. I am pleased to tell you that I agree with you and your parents when you describe your school as a good one. I have listed below all the things I liked about your school and the one area that needs to be improved.

This is what is good about your school.

- Your teachers take very good care of you and work hard to make sure you are all safe and happy.
- Your teachers try to make your learning fun in lessons by using objects and the interactive whiteboards.
- The things you learn about and the clubs you can go to are outstanding.
- You all make good progress and achieve well.
- Your parents are very pleased with the school.
- Your work that is displayed all around the school is of high quality and you are very proud of it.

To make things even better for you, we have asked your headteacher and teachers to help some of the boys to improve how well they are progressing in their writing. I am sure that you will all continue to work hard and enjoy your work.