

Moorthorpe Primary School

Regent Street, Moorthorpe, Pontefract, West Yorkshire, WF9 2BL

Inspection dates 2–3 July 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Behaviour in and around the school is outstanding. Pupils are extremely polite and welcoming and are exceptional ambassadors for their school.
- Pupils feel very safe at school and know how to keep themselves and others safe.
- The headteacher is highly ambitious for the school. She is well supported by senior leaders. Staff morale is high and all are committed to continued improvement.
- Well-planned actions have improved the quality of teaching so that it is now invariably good.
- All groups of pupils, including those eligible for pupil premium and the most able achieve well over time because teaching is now much better and teachers provide some exciting learning experiences.
- An effectively managed and stimulating Early Years Foundation Stage ensures that children make a good start to school and become confident learners.
- Governors support and challenge the school. They are knowledgeable and track the work of the school closely.
- Attendance is average. The school keeps a constant check on the few pupils who do not attend as regularly as they should.

It is not yet an outstanding school because

- There are occasional inconsistencies in the quality of teaching and marking across the school.
- Teachers' expectations of what pupils can achieve in a small number of lessons are not always high enough.
- Middle leaders are not fully involved in the rigorous checking of the quality of teaching.
- The impact of teaching assistants to support learning is variable.
- Information and communication technology is not yet used extensively in lessons.
- Achievement in writing has not been as rapid as that in reading and mathematics.

Information about this inspection

- Inspectors visited 16 lessons or parts of lessons, two of which were jointly observed with the headteacher. They looked at a range of pupils' work and heard a number of pupils from Years 2 and 6 read.
- Meetings took place with the headteacher, senior leaders, staff and groups of pupils, the Chair of the Governing Body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors observed playtimes and lunch breaks. Displays around the school were also examined.
- Inspectors took account of 30 responses to the online questionnaire, Parent View and written comments received during the inspection. The views of staff and pupils were also considered.

Inspection team

Christine Millett, Lead inspector

Additional Inspector

Lynda Johnson

Additional Inspector

Full report

Information about this school

- Moorthorpe is slightly smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium funding is above that found nationally. The pupil premium is additional funding for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is below that found nationally. The proportion supported at school action plus or through a statement of special educational needs, is a little above the national average.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Since the previous inspection, there have been changes in staff, including the appointment of the headteacher. There have also been a number of new governors.
- The school is part of a teaching school alliance.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by eliminating the few remaining inconsistencies across the school in order to accelerate progress further, by:
 - raising teachers' expectations of the amount of work pupils can achieve in lessons
 - providing, where necessary, additional training and guidance for teaching assistants to enable them to play a more effective part in lessons
 - developing the roles of new subject leaders so they are more fully involved in the checking and improvement of the quality of teaching
 - increasing the use of information and communication technology to enhance learning
 - improving the consistency of the quality of marking across all subjects, so pupils know how to improve.
- Raise achievement in writing by:
 - making the most of the highly creative role play areas to develop speaking and listening skills
 - sharing the best practice that already exists in school
 - ensuring teachers demonstrate how to write well, including both the content and the presentation of work.

Inspection judgements

The achievement of pupils is good

- From their individual starting points pupils make good progress overall during their time in the school.
- Children enter the Nursery class with skills and knowledge that are well below those typical for their age, particularly in writing, speaking and listening and some aspects of mathematical development. Staff work well together to plan and provide a wide range of imaginative activities designed to extend children's learning. Children settle quickly and have made good progress by the time they join Year 1.
- The proportion of pupils reaching the required standard in the Year 1 national reading check has improved year on year and is now in line with the national average. By the end of Year 2, almost all those pupils who did not reach the required standard in Year 1 have done so.
- Standards by the end of Year 2 are below those expected in reading, writing and mathematics. However, the most recent assessments carried out by the school show that the proportion of pupils reaching the highest levels in reading and mathematics has improved. Attainment in writing is not as high.
- Progress accelerates in Key Stage 2 so that by the end of Year 6, standards in reading, writing and mathematics are now above those found nationally. This is also the case for those pupils supported by pupil premium funding, including those known to be eligible for free school meals. In 2013, eligible pupils were on average four terms behind their classmates in reading, writing and mathematics. This gap in attainment has been closing because funding is being used to provide appropriate help and guidance.
- The most able pupils make good progress and it has improved this year. This is reflected in the attainment of the current Year 6 where a number of pupils are working at levels higher than those typical for their age in writing and mathematics.
- The smaller than average proportion of disabled pupils and those who have special educational needs make good progress overall because work is adjusted to meet their needs and they receive effective support from additional adults when they need it.
- Those pupils heard to read did so confidently and with good expression. Pupils have access to an improving range of reading materials and enjoyed having sets of books by the 'author of the term'. Older pupils spoke of how having to read play scripts or the words to songs had helped their reading. Pupils are given the opportunity to read regularly at school. However, parental involvement in reading at home is variable.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection and this accounts for the good levels of achievement. However, a few inconsistencies from class to class and subject to subject do remain.
- Pupils are keen and enjoy their learning, describing lessons as 'fun' saying 'they learn something new every day.' However, sometimes teachers' expectations of what they are capable of achieving in a lesson are not high enough and there are missed opportunities to develop pupils' use of information and communication technology and improve learning further.
- Most learning includes a range of tasks that take into account pupils' different needs and abilities. This was seen in a Year 1 lesson where all groups of pupils were engaged in practical activities designed to extend their ability to measure accurately. These activities were well suited to the different levels of ability within the class.
- Good learning takes place in mathematics as a result of teachers' skilful questioning which enables them to spot any misunderstandings quickly and adapt learning to meet changing needs. Much of the learning that takes place in lessons relates to real-life situations. This was seen in a Year 6 lesson where pupils were using their knowledge of perimeter and area to

calculate how much fencing and lawn turf was needed for a garden.

- In another lesson, imaginative use was made of the school's 'creative space' which is an extremely attractive and stimulating role play area which has been set up to promote writing. The theme of this area changes regularly and is a valuable resource. However, not enough use is made of this area to help develop pupils' writing skills further. The extremely effective ways in which this resource can be used are not being shared with all members of staff.
- Pupils' work is marked regularly and offers guidance on how to improve. However, there are some variations in quality across the school. Marking is not used by all teachers to demonstrate how to write well or indeed to model legible handwriting.
- Teaching assistants overall are used effectively to support pupils and enable them to make good progress. However, there are occasions when the support pupils receive to help improve is not as strong as that in other areas, with some staff needing additional training and guidance, for example, in the teaching of letters and the sounds they make, to be fully effective.
- Teaching in the Early Years Foundation Stage is good. Children enjoy the wide range of exciting indoor and outdoor activities that are planned for them. They are always busy, be it digging for treasure or managing the 'garage'.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils are enthusiastic learners who like finding out about new things. This has a very positive impact upon their learning. They describe school as being 'friendly', 'terrific', 'interesting', 'supportive' and 'fun'.
- Movement around school, in lessons and in corridors is extremely orderly. Staff work exceptionally well to ensure that all pupils, particularly the very small number who find it difficult to manage their own behaviour, make a positive contribution to the calm and orderly atmosphere of the school.
- Pupils say that behaviour has improved and is managed the same way by all adults so that it is very fair. Pupils respond very quickly to instructions from staff so learning in lessons is seldom disrupted.
- At lunchtime and in the playground pupils from different classes can be seen playing games and talking together. Older pupils are encouraged to try to resolve minor differences for themselves before involving an adult and in doing so are learning to take responsibility for their own actions.
- Relationships are good. Pupils are very respectful and respond quickly to instructions from adults which contribute much to the happy and harmonious atmosphere in classrooms.
- In lessons, pupils work extremely well in pairs or groups, enjoying the sharing of ideas through discussion and are considerate of the views of others.
- Pupils are very well mannered. They are polite and very welcoming towards visitors, taking every opportunity to talk about their school and their work with much enthusiasm. They wear their school uniform with pride, remembering to tuck in shirts without being prompted with the result that they look extremely smart.
- Pupils willingly take on responsibilities such as being a member of the school council or school prefect. Class ambassadors welcome visitors to lessons and tell them confidently about their work. Pupils also have many opportunities to represent their school at sporting, musical or theatrical events and feedback the school receives from such occasions is extremely complimentary.
- Pupils' spiritual, moral, social and cultural development is very well promoted from a very early age. They have a very clear understanding of the difference between right and wrong and show great empathy for those less fortunate than themselves.
- Attendance has improved year on year and is now average.
- The school's work to keep pupils safe and secure is outstanding.
- The overwhelming majority of parents say that they feel their children are safe in school. Pupils spoken to were all of the opinion that school kept them safe. They are very aware of safe and

unsafe situations. Pupils are taught about risks and how to manage them in assemblies and lessons.

- Pupils are aware of the different forms that bullying can take, including cyber bullying. They are of the opinion that bullying in school is extremely rare, and if it ever happened, it would be dealt with quickly because 'it just wouldn't be acceptable'.

The leadership and management are good

- The leadership of the headteacher is strong. She is well supported by senior leaders and staff morale is high.
- The headteacher and senior leaders have ensured that teaching is consistently good by observing lessons, looking at pupils' work and checking assessments of pupils' progress over time.
- Leaders in charge of subjects are new to their roles and not yet sufficiently involved in the checking of the quality of teaching and learning in their areas or the sharing of good practice. This limits their impact upon pupils' learning, for example, the inconsistencies in marking which are not being picked up.
- Clear systems for assessing pupils' progress are in place. The headteacher holds teachers to account for the amount of progress pupils make. This is linked to teachers' targets and the performance management of staff.
- The range of subjects taught is often linked together by a chosen theme or topic. Pupils are motivated by different events and visits, for example, by a theatre visit to Liverpool to see *The Lion King*.
- Pupils' spiritual, moral, social and cultural development is extremely well supported through the different subjects taught and extra activities. Pupils take part in musical, theatrical and sporting activities as well as projects such as *Building Bridges* which involved members of the community.
- The school actively encourages parental involvement and provides many channels of communication through newsletters, text or the parent forum on the school's website all of which help to promote a positive relationship between home and school.
- The primary school sport funding is being used to extend the range of sports being taught, for example, martial arts and golf. There has been an increase in participation in sport as well as an increase in opportunities for competitive inter-school sport, which is having a positive impact on pupils' health and well-being.
- The local authority has provided effective support for the school through the school improvement advisor. This support has helped bring about improvements in teaching and provided access to further training.
- **The governance of the school:**
 - The governing body support the school and hold it to account well. Governors are knowledgeable about the school and pupils' achievement because of the regularity of meetings and updates they receive from the headteacher, senior leaders and staff as well as visits to the school. They are aware of the quality of teaching. They ensure that staff performance is linked to pay, especially in relation to teaching and pupils' progress. They have carried out a skills audit and are prepared to undertake additional training to widen their understanding. Governors are aware of the additional funding that the school receives, for example, the pupil premium and the primary school sport funding, they understand how these are being used and their impact upon pupils' progress. Governors ensure that safeguarding arrangements meet statutory requirements

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	130863
Local authority	Wakefield
Inspection number	430597

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 of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Mark Spink
Headteacher	Pauline Pollard
Date of previous school inspection	26 June 2012
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Fax number	01977 641175
Email address	headteacher@moorthorpe.wakefield.sch.uk

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