

2017

# Moorthorpe Primary School

School Prospectus



## **Moorthorpe Primary School**

Moorthorpe Primary School was originally housed in one building, split into two schools, dating back to 1912. The present school opened in September 1996 after major refurbishment had taken place.

The school is situated in the southern area of Wakefield District and is about ten miles from Wakefield.

All teaching, support and administrative staff are enthusiastic and hardworking and committed to ensuring a high standard of education for all pupils, in an environment which offers a well structured, broad curriculum and supports inclusivity for all pupils

The school was inspected by Ofsted in July 2014 and judged to be good, with behaviour and safety deemed to be outstanding.

A full copy of the most recent OFSTED report is available in the school office and on our school website.



### **Our Mission Statement**

**Celebrating achievement and sustaining success**

**We aim to inspire every pupil in an effort to promote a lifelong love of learning**



Dear Parents and Carers,

On behalf of the staff and governing body I welcome you to Moorthorpe Primary School.

I hope this booklet serves as a good introduction to the school and answers most of the questions you have about the day to day organisation of the school.

We look forward to sharing with you the academic journey of your child and will seek as far as is possible to offer the very best educational opportunities we can.

Yours sincerely

Pauline Pollard  
Headteacher





‘Behaviour in and around the school is outstanding. Pupils are extremely polite and welcoming and are exceptional ambassadors for their school.’

‘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’

Ofsted July 2014

## **Aims of the School**

1. To provide a broad and balanced curriculum which will enable all children to acquire the skill, attitude, concepts and knowledge appropriate to the Primary Stages of Education.
2. To ensure that the curriculum which is offered to each pupil is appropriate for their age, experience, and stage of development.
3. To recognise that each child is an individual.
4. To enable children to experience enjoyment in learning.
5. To help children develop self-discipline and responsibility for themselves and others.
6. To encourage children to have a tolerant attitude towards other people and different cultures in the world in which they live.
7. To provide equal opportunities for all children, regardless of gender, race, creed or ability.
8. To provide a challenging and stimulating environment in which each child can develop to their full potential and feel secure and valued.
9. To foster an atmosphere of welcome and visible care.
10. To form close connections between home, school and the community.





## Admissions to the school

Moorthorpe Primary School follows Wakefield Council School Admissions Policy. Pupils' can enter the school throughout the year and this process is known as 'casual admissions'.

For full comprehensive details of the current school admissions policy please use the following contact address details below:

**For all enquiries please contact the Schools Admission Team on 01924 305616, 305617, 305789 and 306766**

Or: [www.wakefield.gov.uk/admission](http://www.wakefield.gov.uk/admission) to school.

Wakefield Primary Schools - The Minsthorpe Pyramid

School Information			On Time Applicants Received (1st, 2nd, 3rd)	1st Preference Applications Received Late	2012/2013 No. of Places Offered Under Each Criteria	Appeals Lodged	Appeals Heard	Appeals Upheld	2012/2013 Projected Number of Children on Roll in Whole School
School Details	Additional Information	Published Admission Number							
Ash Grove J&I Ash Grove South Elmsall Pontefract WF9 2TF Tel: 01977 723385 Type: Community Age Range: 3-11	Home based childcare  Group based childcare	40	82	0	SEN/CIPC - 1 Catchment/Sibling - 11 Catchment - 16 Non-Catchment/Sibling - 5 Non-Catchment - 7	6			245
Carlton J&I Carlton Road South Elmsall Pontefract, WF9 2QQ Tel: 01977 723805 Type: Community Age Range: 3-11	Home based childcare  Group based childcare	60	70	3	SEN/CIPC - 1 Catchment/Sibling - 7 Catchment - 18 Non-Catchment/Sibling - 2 Non-Catchment - 9				267
Moorthorpe Primary (J&I) Regent Street Moorthorpe Pontefract, WF9 2BL Tel: 01977 723860 Type: Community Age Range: 3-11 Sunflower Children's Centre	Home based childcare  Group based childcare	45	60	6	SEN/CIPC - 0 Catchment/Sibling - 5 Catchment - 9 Non-Catchment/Sibling - 6 Non-Catchment - 12				201
Northfield Primary & Nursery with Autism Resource Northfield Lane South Kirkby Pontefract WF9 3LY Tel: 01977 723820 Type: Community Age Range: 3-11	Home based childcare  Group based childcare	45	92	0	SEN/CIPC - 0 Catchment/Sibling - 20 Catchment - 13 Non-Catchment/Sibling - 7 Non-Catchment - 5				310

The chart above details the school admission number and additional facilities offered at the school. Currently the school is working to reduce school admissions to 30 rather than 45. It is anticipated that this reduction will be in place by 2015.



### **Teaching Staff 2016 - 17**

Headteacher	Mrs P Pollard (Data analysis, Teaching and Learning, curriculum and Pupil Premium)
Deputy Headteacher	Miss S Hudson (Year 6: SENCO, Pupil Premium, inclusion, Safeguarding)
Assistant Head	Mr P Leafe (Year 4: Assessment Data, Science and Maths)
Teachers	Miss S Cowan (Year 5: Creative Curriculum and 'The arts')
	Miss R Rudderham (Year 3: ICT/RE)
KS1 Coordinator	Miss C Turner (Year 2: Literacy, PE, NQT mentor)
	Miss R Baxter (Year 1: PE, Sports Premium) Maternity leave January 2017- July 2017
	Mrs E Jackson (Lower Foundation: History and Geography) (Temporary in Y1 January – July 2017)
	Miss L Burton (Foundation Manager, student Council, PSHCE)
	Miss K Grinhaff (Temporary Lower Foundation January – July 2017)

### **NON-TEACHING STAFF**

School Administration	Mrs B George
Learning Mentor	Mrs J Hardy
Nursery Nurse	Mrs J Peacock
Nursery Nurse	Mrs J Wright
HLTA	Mrs A Coupland
Cover Supervisor	Mrs S Johnson

Learning Support Assistant	Miss M Adams
Learning Support Assistant	Miss D McCombe
Learning Support Assistant	Mrs J Morgan
Learning Support Assistant	Mrs K Ogley
Learning Support Assistant	Mrs K Hancock
Learning Support Assistant	Miss J Painter
Learning Support Assistant	Mr O Hajba
Learning Support Assistant	Miss P Maxfield
Learning Support Assistant	Mrs K Haigh
Learning Support Assistant	Mrs E Tate

#### **Premises and Mid -day Meals Supervisors**

Site Manager	Mr I Lazenby
Cleaning Assistant	Mrs J Millington
Cleaning Assistant	Mrs G Bamber
Cleaning Assistant	Mrs A Glennon
Cleaning Assistant	Mrs A Owen
Dining Room Assistant	Mrs J Tolley
Dining Room Assistant	Mrs Hopkins
Dining Room Assistant	Mrs Morris
Supervisory Assistant	Mrs C Jones
Supervisory Assistant	Mrs Y Simpson
Supervisory Assistant	Mrs L Horne
Supervisory Assistant	Mrs K Haigh
Supervisory Assistant	Mrs L Wain
Supervisory Assistant	Mrs Thompson



### The Governors:-

<b>NAME</b>	
Mr M Spink	Chairman of Governors (co-opted Gov)
Mr S Ludewig	Vice Chairman (parent Governor)
Mrs J Fitzgerald	LA Governor
Ms T Motram	Parent Governor
Mrs M Gallagher	Co-opted Governor
Mr G Sykes	Co-opted Governor
Mrs P Pollard	Headteacher
Miss C Turner	Co-opted Governor
Mrs J Peacock	Staff Governor
Mrs J Patton	Co-opted Governor
Mrs Magdalena Ciesla	Parent Governor
Clerk to the Governors	Chief Education Officer County Hall Wakefield

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.  
Ofsted July 2014



## Moorthorpe PTA

The PTA was established in 2010 and works hard to help raise funds to benefit the children of Moorthorpe School, support the teachers in activities and promote a positive relationship between carers and the school.

Each year we hold regular events such as the Christmas and summer fayres, pumpkin carving competition and Easter bonnet/egg decorating competition. We also hold regular bake sales and try to organise other events throughout the year.

The committee is elected each February and consists of a chairperson, secretary and treasurer. Members are essential to the success of the PTA and we do much of our communication through Facebook and email as we know organising meetings is difficult with the busy lives everyone leads.

If you want to find out more or get involved please contact us on the Facebook page, by email or home chat in the playground to any of the committee members, Tracy Keith, Nicola McNally or Emma Ludewig.

You can contact directly through the school website: [www.moorthorpeprimary.co.uk](http://www.moorthorpeprimary.co.uk) or email [MoorthorpePTA@hotmail.com](mailto:MoorthorpePTA@hotmail.com).

### Tree Planting 2012



### Pie and Peas 2012



### Sue and Emma on the PTA Stall



*New members always  
welcome!!*

*Please support the PTA they  
are a real asset to our school  
and do so much for the  
children*

*Pauline Pollard Headteacher*

The curriculum is good because it combines subjects into very interesting topics which contributes significantly to pupils' improving their literacy and numeracy skills

(Ofsted July 2014).

**January 2015**

### **Curriculum Provision**

At Moorthorpe Primary School we believe that the School Curriculum should be broad and balanced, offering children the opportunity to achieve success in many different areas. Although our curriculum is based on the National Curriculum (September 2014), there are other planned opportunities that make up the wider curriculum.

We follow a theme-based approach to learning, in the belief that children learn best when logical connections are made between different aspects of their work.

We believe passionately in giving the children ownership of their learning. We support our children in becoming 'aspirational' – aiming high – in order to make the most of their learning opportunities. Moorthorpe Primary School believes in an active partnership between school, pupil and home.

Teaching and Learning is matched to pupils preferred learning styles, is differentiated to match ability and makes the most of our developing provision in ICT to support this.

### **English and Literacy**

We are committed to developing literacy skills through uniting the important skills of **reading and writing**. We teach children to read initially by a synthetic phonics approach (see parental guide on our website for details) supplemented by a variety of means as children's skills develop. The children have the opportunity to select from a wide range of good quality reading books, from a well-stocked library in both Key Stages and their own class libraries.

The development of early reading and writing skills is a key focus for the school and children's progress in reading and writing is carefully monitored throughout the school. From January 2015 the school has implemented 'Big Write' approach to the teaching of writing skills from reception to Year 6. In addition to this a variety of opportunities are provided across the curriculum for children to develop their writing skills. For example, writing reports, stories, poems, notes, plays, lists and diaries and a creative room to promote writing across the curriculum.

To help children progress in their learning and understand what they need to do to improve, they have individual targets.

Children are provided with regular opportunities to develop the essential skills of **speaking and listening**. This is done through discussion, drama and specific listening activities in pairs, groups and as a class. Good oral work enhances pupils' understanding of language in both oral and written forms.

From Foundation Stage, children are taught letter formation and joins following our cursive **handwriting** scheme, which enables children to develop an independent, mature style of writing. Good presentation is expected at all times and displaying children's work is an integral part of this process. Ultimately we want each child to develop a fluent, legible and attractive style of handwriting.

### **Mathematics / Numeracy**

Our aim is to develop children into confident mathematicians who are able to use mathematics as a tool in a wide range of activities both in and out of school. Throughout the school the children are involved in mathematical activities based on the requirements of the National Curriculum and the guidelines set out in the non-statutory guidelines.

A high priority is given to teaching children mental strategies to calculate independently. They partake in problem solving activities and use both basic and more advanced numeracy skills as they move through the school. The use of calculators and computers is vital to the children's learning in some areas of mathematics, therefore children have opportunities to explore and use these teaching resources. The children are given many opportunities to gain knowledge and understanding of mathematics through practical experiences in the classroom.

We use a number of tools to support maths in school, with a particular focus on mental maths. The children have daily activities to practise their mental skills and Numicon resources to support within the main body of lessons.

### **Science**

Science teaching follows the National Curriculum (September 2014) guidelines through a topic approach, providing a broad, relevant science curriculum for all the children. Throughout all science teaching, children experience a balance between knowledge and investigational skills. Active engagement in learning is encouraged and children often work co-operatively, communicating scientific ideas to each other. Basic scientific concepts are developed with the aim of helping children understand their world and encouraging them to develop a sense of responsibility towards it. Pupils are encouraged to combine interest and curiosity with a responsible attitude towards health and safety, as well as respect for living things and the physical environment. Scientific ideas are applied to real life problems including those that require aspects of design and technology to solve them.

### **Geography**

We teach geography throughout topic-based curriculum. The children are taught to use maps, atlases, globes and compasses. We endeavour to extend children's interest, knowledge and understanding of people and places both near and far. The children in Key Stage One develop their knowledge about the world, the United Kingdom and their locality. They will develop an understanding of basic subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observations to enhance their locational awareness. In Key Stage Two children will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and

physical features. Carefully planned visits are arranged for older children to study places outside the local area. Children are encouraged to think deeply about the environment in which they live and the scarce resources that the Earth provides and upon which all life depends.

### **History**

We teach history throughout topic-based curriculum. We encourage our children to find out about the past by looking at evidence and considering informed opinion by using original sources.

We aim to bring history to life and to instil a desire to find out about our predecessors. We organise a number of visits to sites of interest and have a wide range of historical artefacts that we use with the children. We help our children to understand that history means everything that has happened in the past, and also our actual record of what has happened. In Key Stage One children will develop an awareness of the past using common words and phrases relating to the passing of time, changes within living memory, events beyond living memory that are significant nationally or globally, the lives of significant individuals in the past (e.g. Florence Nightingale, Queen Victoria, Guy Fawkes, Samuel Pepys) and significant historical events, people and places in their own locality. In Key Stage Two, pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world History. Some of the areas covered include Changes in Britain from the Stone age to the Iron age, Viking and Anglo-Saxon struggles, A local history study,

### **Technology**

We teach technology throughout topic-based curriculum. Design and Technology encourages the development of knowledge, skills and understanding in a practically based subject. Pupils are taught to develop, plan and communicate ideas. They work with tools, equipment, materials and components to make quality products. Upon completion of their task, they evaluate the processes and products.

In Key Stage 1 pupils learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on their early childhood experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design, make safely, evaluate and use technical knowledge as well as using computers as part of their designing and making.

In Key Stage 2 pupils work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. Through a variety of creative and practical activities, the pupils develop knowledge, understanding and skills needed to engage in an interactive process of designing and making in a relevant context (home, school, leisure).

### **Computing**

Following the introduction of the New Curriculum (September 2014) we teach computing through-out topic-based curriculum, with skills, knowledge and

understanding that the children need if they are to continue life-long learning and living in our fast changing world. We employ a wide selection of software to ensure that all pupils develop the knowledge, skills and understanding to meet the content of the National curriculum (algorithms and programming, information technology, digital literacy).

Computing is an important tool for teaching and learning across all other subject areas. We endeavour to help pupils see using computing skills as a natural tool for research, analysis and presentation. We have a range of mini iPads (spring term 2015) and a 'Green Screen and camera' system to enable the children to develop their skills and understanding.

The school is in the process of upgrading the computers and iPads. In addition we have interactive whiteboards in every classroom and data projectors but we are always seeking to develop our resources.

### **Modern Foreign Languages**

In years 1 and 2, we teach the children beginners French.

In years 3 and 4, we introduce children to French.

In years 5 and 6, we continue with the French teaching through drama and video sessions.

### **Music**

There are three main strands to music – singing, listening and playing. Children are taught a wide repertory of songs appropriate to their age group. These include hymns, traditional songs from other lands and cultures and songs from former times as well as modern songs.

Children are encouraged to develop an awareness of the different effects of instruments used in music, as well as to give a thoughtful and sensitive response to recorded music.

Children are taught how to use pitched and unpitched percussion instruments. They are taught to recognise and discriminate between the various elements of music such as pitch and rhythm.

### **Additional Small Group Music Tuition**

We have access to a Wakefield specialist who takes small groups of children for individual and group sessions (Violin, cello and guitar). In addition to this pupils in Year 3 have weekly sessions where they are taught to sing with increasing confidence and control, which culminates in a performance at 'Big Sing' in Wakefield Cathedral in July of each year. Year 5 pupils have weekly sessions where they are taught to play the recorder with increasing accuracy and use/understand staff and other musical notations.

## **Art & Design**

We teach art throughout topic-based curriculum Art for most children is a natural form of expression and a source of great pleasure. We aim to increase confidence and competence in the use of different media, such as pencil, charcoal, paint, collage, inks, textiles and clay. We promote the necessary skills for our children to develop their natural ability to be expressive and creative and we aim to instil pride by achieving finished work that is of a high standard. In addition to this we have an 'arts week' where each class focuses upon a different artist or them

## **Physical Education**

Our sporting aims are to provide children with a balanced range of activities and the opportunity to develop these in more specialist clubs. Each week our children work on at least one area of the physical curriculum.

Gymnastics and dance both take place in the Hall and involve all the children following various themes. Through dance and movement, they learn how to express themselves whilst being able to work at their own level. Whereas gymnastics, involves learning how to use equipment safely and acquire, develop and gain new skills. Games, outdoors and adventurous activities take place outside and children learn a variety of skills that are developed into small games and team building situations. The school uses the Sports Premium to purchase outside providers to deliver staff training and a variety of PE sessions (competitive games, gymnastics, athletics, outdoor and adventurous games). The school also have the services of a PE teacher from the high school who delivers a range of PE sessions to all children from Reception to Y6 in addition to staff professional development.

Children from year 4 and Y5 have a period of time each year when they learn swimming, which takes place at the local swimming pool.

**After school clubs offer:** Lunch time Zumba (Years R – Y2), Dance (Year3 onwards), Drama, Choir, Arts and Crafts (Y4 and Y5), competitive games (games on offer and year group changes each half term), bootcamp (KS2) and cooking club (Y2)

## **Religious Education and Collective Worship**

Religious education is non-denominational and taught through our topic approach as well as in separate RE lessons (Wakefield agreed RE syllabus) and through assemblies. The aim of religious education is to enable children to develop an understanding of the nature of religion, its beliefs and practices. Children acquiring knowledge of religion, exploring and reflecting on human experience, as well as developing sensitive attitudes will achieve this. Children will be encouraged to develop sensitive attitudes towards others.

Parents retain the right to withdraw their children from religious education. In such cases, this is done after prior arrangement with the Head teacher, and alternative arrangements are made.

There is a daily act of collective worship for each child, sometimes as a whole school or in a smaller group. This is an important feature of school life, and a positive focus of its ethos and values. As a voluntary controlled school, collective worship is wholly or mainly of a broadly Christian nature. Parents also retain the right to withdraw their children from collective worship by prior arrangement with the Head teacher.

As part of our ethos we value the Spiritual, Moral, Social and Cultural (SMSC) education and provide opportunities for pupils to have 'reflection'. This is often delivered within RE or PSHE.

### **Inclusion**

Pupils with Special Educational Needs are welcomed at the school and are well supported (this aspect of our school was noted during our OFSTED inspection July 2014). See our website for our local offer and SEN policy.

Support ranges from statemented pupils who usually have quite specific and focused one to one support from a trained learning support assistant through to pupils who are not achieving as well as they could and need modifications made to their curriculum.

Curriculum provision for these groups is through whole class teaching, provision of specialist equipment where required, specialist focus groups led by appropriately qualified support staff, off site provision (if necessary) and small, short period, intervention work.

Parents are involved in all aspects of our specialist provision so that they can participate as full partners in the process (for more details see our local offer on the school website)

### **Gifted and Talented**

We provide additional challenge for those pupils identified as gifted and talented through a range of means. The provision currently on offer is listed below in bullet points:

- Specialist equipment.
- Small focus groups.
- Specialist staff (from our local secondary partner).
- Visits and residential activities outside of term time.

Gifted and talented pupils are identified as those pupils' operating at approximately two years beyond the norm for their age range.

## Parents in Partnership

At Moorthorpe we believe firmly that parents are very important as partners in seeking the best educational outcomes for all our children. After all parents are the first 'teachers' of their children and key to ensuring our success as professional educators.

Over the academic year we have many opportunities for parents to take a more active role in the life of the school. We have an active Parents Teacher Association, which provides much needed funding for extra-curricular equipment. Over the last few years the Parents Association has enabled the school to buy extra books to supplement our reading stock. If you could volunteer to join the Parents Teacher Association then please do as this group are a fantastic support the school.

Parents are more than welcome to offer their expertise in running after school clubs with staff. Besides the usual parents consultation evenings we do encourage parents to offer their services in class and to attend the workshops we offer for reading, writing and maths. If you do have a skill to offer please do let the school know and we will certainly be interested in any parent who can offer a skill to further the curriculum opportunity for our children.

Each week the school produces a newsletter and this newsletter is sent home via the children. A weekly Parents Teacher Association letter also sent home with the children. The governors produce a termly newsletter.

Please do visit our comprehensive website: [www.moorthorpeprimary.co.uk](http://www.moorthorpeprimary.co.uk)

On the website you will find information about the school and you can directly contact the school with any further queries.

## School Organisation

Age Range	Teacher
Nursery (Lower Foundation)	Miss K Grinhaff (temporary)
Reception (Upper Foundation)	Ms L Burton
Year 1	Miss R Baxter (maternity leave) Mrs Jackson cover
Year 2	Miss. C. Turner
Year 3	Miss. R. Rudderham
Year 4	Mr Leafe
Year 5	Miss. S. Cowan
Year 6	Miss Hudson

All classes are mixed ability and in age order. During the teaching day classes are taught as a whole, in small groups and as individuals depending on the need of the pupils'.

## School Sessions

## MAIN SCHOOL

	<u>Begin</u>	<u>End</u>
Time of morning sessions	KS1 8.40 am	12.00 pm
	KS2 8.40 am	12.15 pm
Time of afternoon sessions	KS1 1.00 pm	3.00 pm
	KS2 1.00 pm	3.00 pm

## NURSERY CLASSES

Time of morning sessions	8.30 am	11.30 am
	12.15pm	3.15pm

In the MAIN SCHOOL there is a fifteen minute break from 10.40 am to 10.55 am during the MORNING SESSION.

Lunch

KS2: -12:15 - 1 pm.

KS1/Upper Foundation: 12:00 – 1.00pm

## TEACHING HOURS

Infant (Key Stage 1) – 4 hrs 15 mins and Juniors (Key Stage 2) – 4 hrs 42 mins.

### **School Uniform**

#### **BOYS**

Trousers or shorts: grey or black  
Jumper: Grey with school logo  
Shirt (long or short sleeve) white with collar  
Green and gold tie  
Socks: grey, black or white

#### **GIRLS**

Skirt or pinafore: grey  
Trousers: grey or black  
Jumper or cardigan: Grey with school logo  
Shirt (long or short sleeve) white with collar  
Green and gold tie

Dresses – green and white check or green and white stripes  
Socks/tights – white or grey

Under Health Authority Guidance girls are not permitted to wear shoes with high heels, these are not appropriate and contribute to poor posture.

**BOYS AND  
GIRLS  
Sensible  
shoes –  
plain dark  
colour**

P.E.

Black or blue shorts  
White T-Shirt  
Black trainers (not school shoes)  
Bag to store on cloakroom peg  
Track suit for outdoor use

Note: It is essential that parents and pupils follow the correct uniform code, and remember to **name all items of personal belongings**. Pupils cannot wear different footwear to those specified.

### School Visits

We feel that an important part of school work may involve taking children out on educational visits. These visits may be local or further afield and may last for half a day or longer. We ask parents to sign an acknowledgement / agreement form for each educational visit.

We ask parents to contribute towards the costs of school visits, and try to provide financial support to families who may have difficulties with payment. The school operates a weekly payment system to allow parents to spread the cost of educational visits. A charge and remission policy is available.

Over the last academic year the school has undertaken a number of highly successful visits as part of a one day exercise or residential.

Examples of day trips to supplement the daily curriculum:

Foundation children spent a day at a local farm picking pumpkins and then using the pumpkins as art media.

Year 4 pupils visited Leeds Museum as part of their World War Two project

Year 5 had a highly informative visit to the National Space Centre as part of their project on Space and visited a sports centre in Leeds to take part in 'Free Running'

Year 6 had a visit London to see Lion King'

We also work in close partnership with our local university and we have an enterprise project running in Y5, with workshops across the school.



### **The Wider Curriculum**

In an effort to broaden and excite the curriculum further the school offers a range of outside visits or guest speakers to add depth and breadth to the studies of the children. Some of examples of our most recent activities are listed below:

- Visit by 'ARP warden' for WW2 studies
- Visit by dance school for whole school workshops on traditional British Dance
- Visit to Museums linked to topics (Romans, World war)
- Using Minsthorpe Community College to stage Christmas and summer productions
- Local fire and police officers in to talk to the children
- Local walks around the locality
- Undertaken projects with local firms and major supermarkets
- Barclays Bank (Yr6) 'Money Matters'
- Y4/5 residential trip to Robinwood

The school has also organised trips to London for Y6 pupils as part of a wider whole curriculum initiative. On previous residential trips pupils visited key monuments and sights that are based in British history (Buckingham Palace, The Natural history Museum), and this was balanced by a 'fun' activity (visit to the 'World of Harry Potter' studio and film set – July 2013). In 2015 and 2016 the pupils visited London and in addition to sightseeing they attended the theatre to see a production of Charlie and the Chocolate Factory (2015) and Lion King (2016)

### **After School Activities**

The school offers a popular after school club and breakfast club. For details of these please ask at the school office. Both of these clubs are on offer to our local primary school.

We offer dance, bootcamp, Lunch time Zumba dance class, Drama club, Singing Club, cooking club, cheerleading and seasonal competitive games.

### **Zumba Comments**

"it was really good and I enjoyed it because we got to dance" Michaela Brooks,

"It was quite tiring, however it was also fun!" Joe Naylor,

"We used up lots of energy" Sianna Welford,

"The teacher was really nice and motivated us" Millie Pearman

### **Moorthorpe Primary\_School Council**

Our School Council is representative of the entire school community. Meetings are held every four weeks and usually a member of the governing body attends the meetings.

They have done some great work this year including:

- Judging the Easter bonnet and decorating eggs competition.
- Judging the pumpkin carving competition
- Being part of the interview process for the appointment of the headteacher.
- Conducting a fire safety walk
- Raising money at the summer and Christmas fayre by running a stall.
- Purchasing football nets for Upper KS2 footballers

### **The Charging and Remissions Policy**

1. A charge for educational visits should be made where the law allows (e.g.) visits in the evening, weekends or other holidays.
2. A charge for transport and other costs related to residential trips out of school hours (under the reform act) and not required by a public examination, the National Curriculum or religious education is made.
3. A charge for board and lodgings on residential trips is made subject to the remissions policy.
4. With regard to the extra-curricular activities, the Authority's policy has been adopted.
5. The Authority's policy relating to asking parents to pay for damage to school property or equipment when it results from the behaviour of the child will be adopted.
6. The Authority's policy on remission had been adopted but the Governing Body consider each visit or journey on an individual basis. Parents claiming Income Support are entitled to a subsidy from the school where appropriate.

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7. Parents are invited to make voluntary contributions towards the cost of a visit or journey.

### **Complaints**

The school has a complaints policy which is available on our website. However, as a general guide for both curriculum and non-curriculum complaints the following approach is adopted:

1. Speak in the first instance to the class teacher.
2. If the complaint remains unresolved then it is referred to the Head teacher.
3. If the complaint remains still unresolved then the matter is brought before the 'Complaints' committee at governing body level for final decision.

Parents do, for curriculum or school policy complaints have the right to contact the Local Authority for advice. The address of the Local authority is:

Wakefield Council (family Services)  
County Hall  
Wood Street  
Wakefield

[www.wakefield.gov.uk/schhols-and-children](http://www.wakefield.gov.uk/schhols-and-children)

### **Behaviour in school**

All forms of aggressive or physical behaviour will not be tolerated in the school. This applies equally to all parents. We are a school that regards itself as having outstanding behaviour throughout the school and good parental relationships (and acknowledged by Ofsted July 2014).

Our Behaviour policy is available on the school website but in general the school adopts a very simple approach to school discipline:

1. Work is well matched to pupils' abilities and needs.
2. The school seeks through its funding to make the school environment as exciting as is possible to engage all learners by providing high quality equipment, education opportunities and a good range of after school and in-school clubs.
3. We are a listening staff and community. All pupils' are listened to and problems are dealt with swiftly and effectively. This could be through pastoral in-school care or the involvement of external agencies.

4. All issues have a staged response, initially with the class teacher, appropriate pastoral staff member with only the most serious cases involving the head teacher and school governing body discipline committee.

It is rare that any problems cannot be resolved through our current procedures and past experience has proven that this staged, fair and sympathetic approach based on individual need produces very positive outcomes both for the pupils' and parents alike.

### **Safeguarding**

Under the Education Act 2002 (section 175), schools must make arrangements to safeguard and promote the welfare of children. Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible inform them of the referral to Social Care.

School will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. At Moorthorpe Primary School our two designated Child Protection Officers are: Ms. S. Hudson and Mrs. P. Pollard.

### **Positive Handling/Physical Intervention**

Moorthorpe Primary School is committed to ensuring that staff with responsibility for child safety are trained in positive handling in cases of aggressive physical behaviour. Physical intervention will only be used in extreme cases where the safety of others is put at risk. This is in line with the most recently published DFE guidelines.

### **If your child has a problem at the school**

Children from time to time encounter problems at school. Please be assured we will do our utmost to resolve problems and work closely with parents and pupils. If you have any concerns please let the school know as soon as is possible.

### **Discipline**

Pupil discipline is the responsibility of all staff in the school. Ultimately, the head teacher is responsible for the overall discipline. Where there is a serious breakdown of behaviour then the head teacher, governing body and parents will meet to take forward the situation as rapidly as possible.

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The DfE have recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year. At Moorthorpe Primary School these values are reinforced regularly and in the following ways:

### Democracy

We seek to ensure that all pupils experience and gain an understanding of Democracy through concrete learning opportunities. For example we have an established Student Council in school. Pupils are regularly consulted as to their views and opinions through school council members, meetings, school assemblies and individually through pupil questionnaires. One example of listening and acting on the views of pupil was the introduction of our ‘Playground Partnership’ to ensure that mid-morning and lunchtime breaks were happy occasions where children respected the rights of each other to be safe and secure and free from the threat of any sort of unkind behaviour. As a school we consistently, through our wall displays, school assemblies and individual classes, stress the ‘rights’ of other groups and communities in school.

### The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. We invite speakers from the community, including the police, into school to reinforce this message.

### Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for all pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety, SEAL’s and PSHCE lessons. Whether it is through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

### Mutual Respect

At Moorthorpe Primary we take the obligation of mutual respect for others within the school, the local and wider community seriously. One of our priorities in this work is to ensure that all pupils, cultures and faiths are recognised and respected within our school. Our school ethos and Behaviour policy takes the core value of ‘Respect’ as a key starting point. Throughout the school year teachers

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and adults model this key value and discuss topics of respect through our class discussions and school assembly. Displays throughout the school emphasise the key aspects of what we believe and conversations with the pupils confirm their firm understanding of his concept.

### Tolerance of those of Different Faiths and Beliefs

An integral part of or RE curriculum is that of encompassing other faith beliefs. This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHCE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

## School Dashboard (based on 2016 data)

Below are the school outcomes for Key Stage 1 and 2 as published by OFSTED and now available for every parent to view. The school dashboard is presented below for prospective parents.

### Key Stage 1 Outcomes Attainment

#### Moorthorpe Primary (J and I) School Reading

Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the reading early learning goal. National values are shown by horizontal bars. The difference from national is shown as the number (no) of pupils it represents and is shaded for the early learning goal development groups.



#### Moorthorpe Primary (J and I) School Writing

Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the writing early learning goal. National values are shown by horizontal bars. The difference from national is shown as the number (no) of pupils it represents and is shaded for the early learning goal development groups.



**Moorthorpe Primary (J and I) School**  
**Mathematics**

Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the mathematics early learning goal. National values are shown by horizontal bars. The difference from national is shown as the number (no) of pupils it represents and is shaded for the early learning goal development groups.



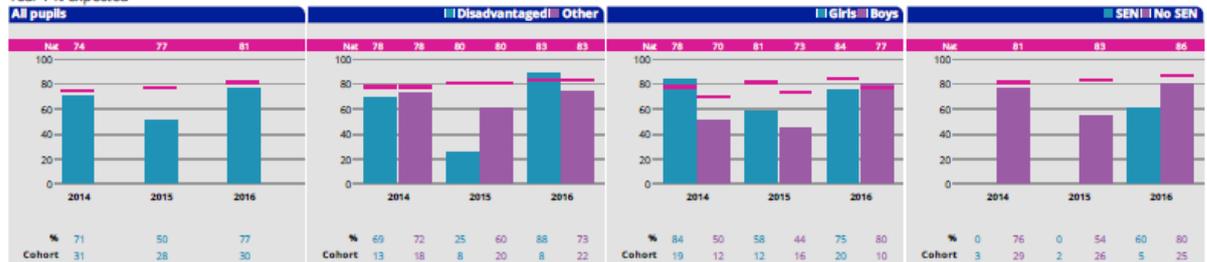
**Phonics**

**Moorthorpe Primary (J and I) School**  
**Phonics**

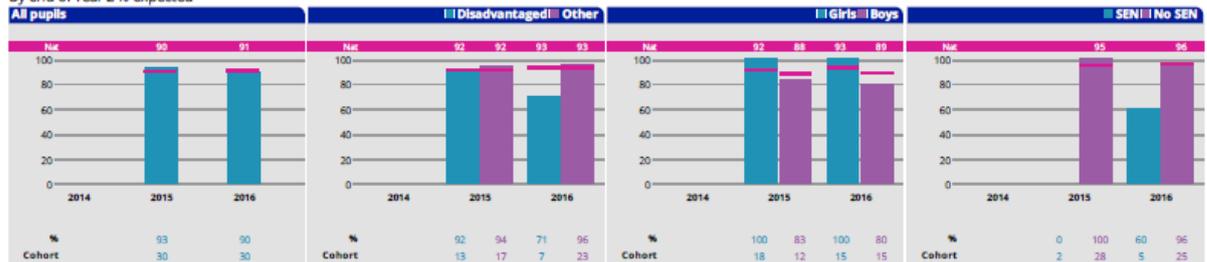
Charts display combined figures for SEN with an EHC plan/statement and SEN support. The percentage of all Year 2 pupils who have met the expected standard is shown for 2015 and 2016.



**Year 1 % expected**



**By end of Year 2 % expected**



# Key Stage 2 Ofsted Dashboard (2016)



## Reading

Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in reading for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national is shown as the number (no) of pupils it represents and is shaded for prior attainment groups. Coverage is shown for each group overall.



## Writing

Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in writing for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national is shown as the number (no) of pupils it represents and is shaded for prior attainment groups. Coverage is shown for each group overall.



## Mathematics

Progress and attainment are shown for all pupils, disadvantaged and other pupils. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in mathematics for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national is shown as the number (no) of pupils it represents and is shaded for prior attainment groups. Coverage is shown for each group overall.



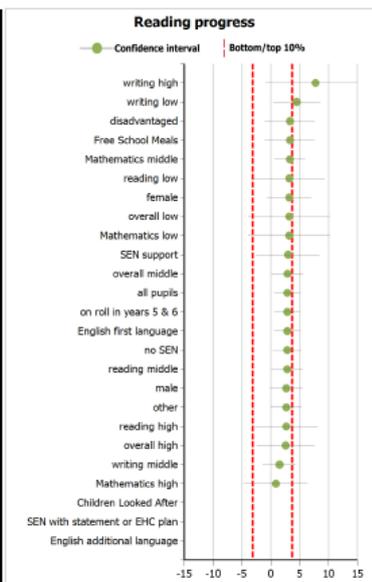
## Raiseonline Data (20146)

### Key Stage 2 data (comparison with National)

RAISEonline Data (20146)

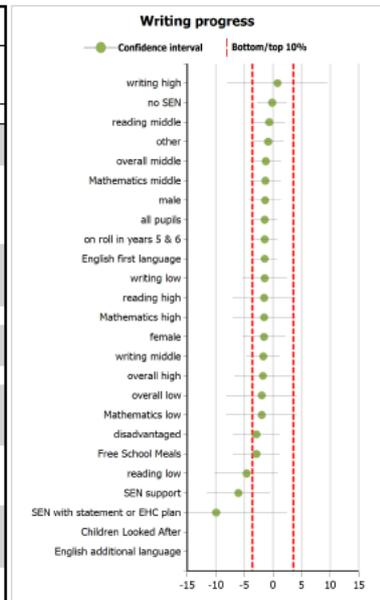
### KS2 reading test 2016

	Reading progress		Cohort	National comparator type	Reading attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
				Sch	Nat	Sch	Nat	Sch	Nat	
<b>all pupils</b>	29	2.85	30	all	77	66	20	19	104.6	102.6
male	19	2.68	19	same	74	62	21	16	104.1	101.8
female	10	3.18	11	same	82	70	18	22	105.7	103.4
disadvantaged	8	3.31	9	non	56	71	22	23	102.4	103.8
other	21	2.68	21	same	86	71	19	23	105.5	103.8
Free School Meals	8	3.31	9	non	56	71	22	23	102.4	103.8
Children Looked After	0	-	0	non	-	66	-	19	-	102.6
SEN with statement or EHC plan	0	-	1	all	0	66	0	19	-	102.6
SEN support	5	2.98	5	all	40	66	0	19	99.0	102.6
no SEN	24	2.83	24	same	88	73	25	22	105.8	103.8
on roll in years 5 & 6	29	2.85	30	same	77	67	20	19	104.6	102.8
English first language	29	2.85	30	all	77	66	20	19	104.6	102.6
English additional language	0	-	0	all	-	66	-	19	-	102.6
<b>Prior attainment</b>										
overall low	3	3.17	4	same	0	17	0	1	95.0	93.0
overall middle	20	2.89	20	same	85	63	5	10	104.0	101.2
overall high	6	2.56	6	same	100	95	83	46	111.7	109.1
reading low	4	3.19	5	same	0	18	0	1	96.0	93.2
reading middle	20	2.83	20	same	90	64	10	9	104.5	101.2
reading high	5	2.67	5	same	100	97	80	49	112.0	109.6
writing low	9	4.46	10	same	40	23	10	2	99.8	94.4
writing middle	18	1.51	18	same	94	71	17	16	105.6	102.8
writing high	2	7.73	2	same	100	98	100	58	117.5	110.8
Mathematics low	3	3.17	4	same	0	15	0	1	95.0	92.8
Mathematics middle	21	3.28	21	same	86	65	10	13	104.7	101.7
Mathematics high	5	0.87	5	same	100	94	80	48	110.2	109.2



KS2 writing teacher assessment 2016

	Writing progress		National comparator type		Writing attainment			
	Cohort	Score			Expected standard +		Greater depth	
			School %	National %	School %	National %		
<b>all pupils</b>	30	-1.46	30	all	67	74	3	15
male	19	-1.39	19	same	63	68	5	11
female	11	-1.58	11	same	73	81	0	19
disadvantaged	9	-2.91	9	non	33	79	0	18
other	21	-0.84	21	same	81	79	5	18
Free School Meals	9	-2.91	9	non	33	78	0	18
Children Looked After	0	-	0	non	-	74	-	15
SEN with statement or EHC plan	1	-9.94	1	all	0	74	0	15
SEN support	5	-6.06	5	all	0	74	0	15
no SEN	24	-0.15	24	same	83	84	4	17
on roll in years 5 & 6	30	-1.46	30	same	67	75	3	15
English first language	30	-1.46	30	all	67	74	3	15
English additional language	0	-	0	all	-	74	-	15
<b>Prior attainment</b>								
overall low	4	-1.96	4	same	0	20	0	0
overall middle	20	-1.27	20	same	70	76	0	6
overall high	6	-1.76	6	same	100	97	17	39
reading low	5	-4.61	5	same	0	21	0	0
reading middle	20	-0.65	20	same	75	76	0	7
reading high	5	-1.56	5	same	100	98	20	40
writing low	10	-1.46	10	same	30	25	0	0
writing middle	18	-1.70	18	same	83	82	0	11
writing high	2	0.78	2	same	100	99	50	54
Mathematics low	4	-1.96	4	same	0	19	0	0
Mathematics middle	21	-1.34	21	same	71	76	0	9
Mathematics high	5	-1.56	5	same	100	97	20	40



KS2 mathematics test 2016

	Mathematics progress		National comparator type		Mathematics attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
			Sch %	Nat %	Sch %	Nat %	Sch	Nat		
<b>all pupils</b>	29	2.51	30	all	83	70	13	17	104.8	103.0
male	19	2.13	19	same	79	70	21	18	104.2	103.3
female	10	3.23	11	same	91	70	0	15	106.0	102.8
disadvantaged	8	1.58	9	non	67	75	11	20	101.4	104.1
other	21	2.86	21	same	90	75	14	20	106.1	104.1
Free School Meals	8	1.58	9	non	67	75	11	20	101.4	104.0
Children Looked After	0	-	0	non	-	70	-	17	-	103.1
SEN with statement or EHC plan	0	-	1	all	0	70	0	17	-	103.0
SEN support	5	-1.24	5	all	40	70	0	17	95.8	103.0
no SEN	24	3.29	24	same	96	78	17	19	106.7	104.1
on roll in years 5 & 6	29	2.51	30	same	83	71	13	17	104.8	103.2
English first language	29	2.51	30	all	83	70	13	17	104.8	103.0
English additional language	0	-	0	all	-	70	-	17	-	103.0
<b>Prior attainment</b>										
overall low	3	1.41	4	same	25	19	0	1	94.7	94.4
overall middle	20	3.02	20	same	90	68	0	7	104.7	101.8
overall high	6	1.35	6	same	100	97	67	43	110.3	108.7
reading low	4	0.39	5	same	20	25	0	1	94.8	95.6
reading middle	20	3.08	20	same	95	69	0	10	105.3	102.1
reading high	5	1.93	5	same	100	94	80	40	111.2	108.1
writing low	9	2.71	10	same	50	29	0	1	99.4	96.2
writing middle	18	2.47	18	same	100	75	17	14	106.8	103.3
writing high	2	1.95	2	same	100	97	50	49	111.0	109.3
Mathematics low	3	1.41	4	same	25	14	0	0	94.7	93.4
Mathematics middle	21	2.94	21	same	90	69	0	8	104.9	102.0
Mathematics high	5	1.33	5	same	100	98	80	51	110.6	109.7

