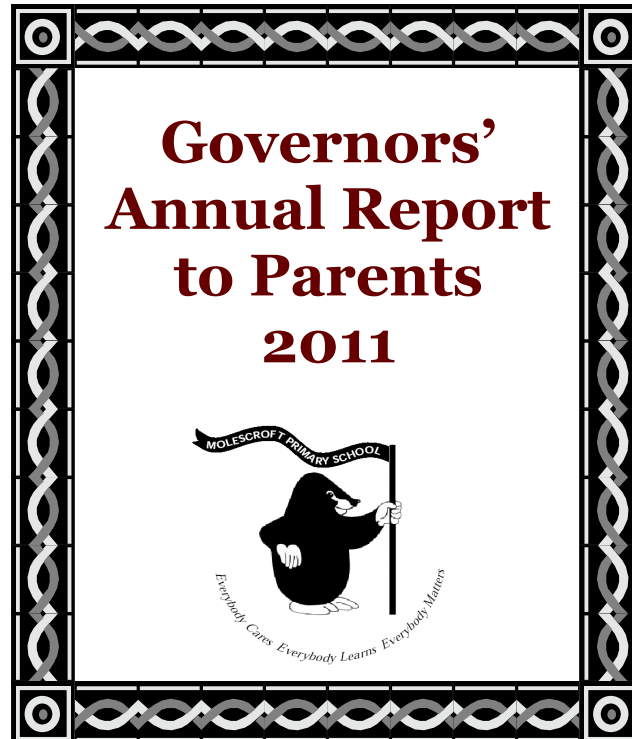


**ANNUAL REPORT
FOR PARENTS**



MOLESCROFT PRIMARY SCHOOL

**Governors' Annual
Report to Parents**



Schools are no longer required to produce a Governors' Annual Report. At Molescroft however we believe the contents are an important part of our openness with parents/carers and have therefore decided to continue to publish. The School Website also contains valuable information, and the Blog gives a day to day reflection of life in the school. The Blog can be accessed through the School Website at www.molescroftprimary.net

For further information a school profile is available for every school in England.

This school's can be viewed at <http://schoolsfinder.direct.gov.uk/8112778/school-profile/> However please note due to the nature of the website, the data held there is historical and may not reflect current circumstances.



Vision Statement

Molescroft Matters

We aim to sustain and continue to develop a community based on positive attitudes, a promotion of excellence and a celebration of achievement. A valued environment in which "everybody cares, everybody learns, and everybody matters".



Essential Information

ADDRESS

MOLESCROFT PRIMARY SCHOOL
ST LEONARD'S ROAD
MOLESCROFT
BEVERLEY
EAST RIDING OF YORKSHIRE
HU17 7HF
TEL: 01482 861762 FAX: 01482 871236
E-MAIL molescroft.primary@eastriding.gov.uk
WEBSITE www.molescroftprimary.net

GOVERNING BODY MEMBERSHIP

PARENT GOVERNORS	Office ends	Special Responsibilities
Mr. J. Blake	11/10/2012	PSHCE MFL - International
Miss L. Harrison	11/10/2012	KS1 Literacy, SEN, Health & Safety, Vice Chair
Mrs. N. Bailey	08/02/2015	
Mrs. J. Bates	11/2/2014	
Mr. B Grady	11/2/2014	PE
L.A. GOVERNORS		
Mr. A. R. Knight	16/7/2013	Chair, Child Protection KS2 Literacy
Mr. I. Moore	25/01/2014	Science
Mrs. P. Beckley	10/07/2010	ICT, RE, Early Years
COMMUNITY GOVERNORS		
Mrs. J. Taylor	30/7/2010	History, Grant Applications
Mrs. B. Hanneman	10/06/2010	Geography
Mrs. D. Benfield	17/11/2013	Performance Arts
Mrs. M. Blencoe	15/02/2014	Visual Arts, Training Link, Eco Governor, Health & Welfare Link, Numeracy.
ASSOCIATE GOVERNORS		
Mrs. V. Scarborough	08/02/2015	Gifted & Talented, Friends of the School link, Grant Applications
STAFF REPRESENTATIVES		
Mrs. K. Whincup	06/10/2012	Design & Technology
Mr. T. Lilley	10/5/2013	Staff Link
HEAD TEACHER		
Mr. M. A. Loncaster		Head Teacher, Worship

The clerk to the governing body is the representative of the Head of Legal and Democratic Services. Non-confidential minutes and papers of governors' meetings are available to all members of the public. Please contact the school office
The Chair of Governors can be contacted by telephone. (01482) 868937



Admissions Policy

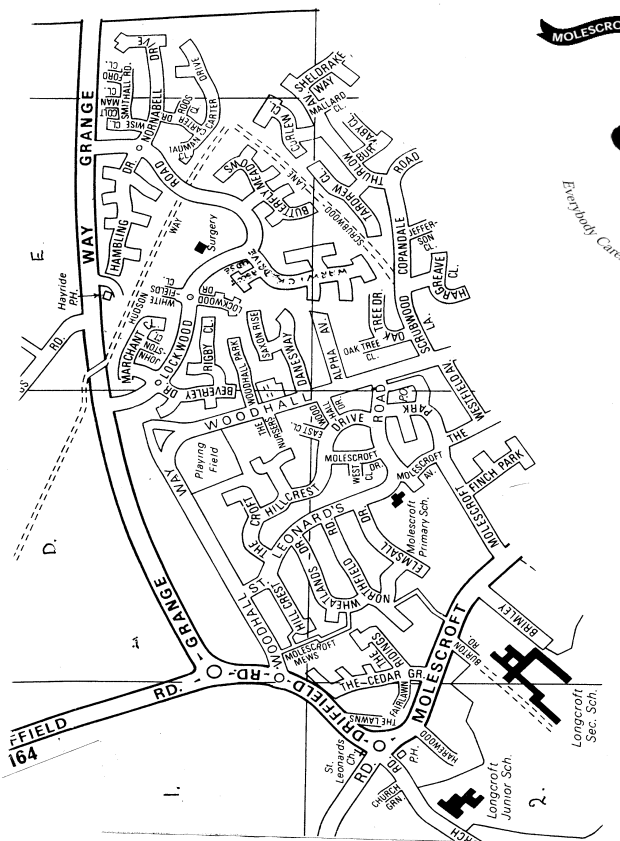
The school's current admission arrangements adhere to the published criteria contained in the EAST RIDING OF YORKSHIRE SCHOOL "A Guide for Parents". There are 420 places in the school.

Children are admitted in the term in which their fifth birthday occurs. From September 2011 children will be admitted in the year in which their fifth birthday occurs. All applications for places will be granted up to the admission limit set for each year group. Should demand exceed the places the following factors will generally be taken into account in priority order when deciding which pupils will be allocated places:

- parental preference forms,
- being resident in the catchment area by the published date, normally December in the year prior to admission or urgent medical factors or other exceptional family circumstances. Parents taking up residence after this date will have their application carefully considered by the Area Review Panel. Urgent medical needs should be supported by a Doctor's certificate at least indicating how the urgent medical condition relates to the school preference,
- having brothers or sisters who will be already attending the school at the expected time of admission,
- those living nearest to the school via the shortest available safe route for pedestrians,
- A statement of Special Educational Need may dictate a particular school.

For the year 2010/2011 there were 73 applications for admission to the Foundation Year (Reception Class). 60 were accepted.

*Please note Admission Policies are subject to alteration due to new legislation and legal precedent.





Report from the Chair of Governors

A GLASS HALF FULL ...

On a school trip to the Festival of Britain in 1951 I stood awestruck in front of a huge machine the size of a small warehouse, its interior full of whirring relays and glowing thermionic valves. It was an embryo computer but, as far as we were concerned, all it could do was play noughts and crosses! I go round Molescroft School and see the arrays of state-of-the-art computers, the smart boards in the classrooms and the ipads which are rapidly becoming part of the educational scene, and I marvel at the pace of change in only three generations. Children arriving in our Foundation stage have more computer power at their disposal than nuclear physicists had sixty years ago. Growing up in an age of accelerating information technology, they seem able to mould themselves instinctively to graphical interfaces and new modes of digital transmission.

Even though the School adapts itself to the cascades of knowledge and cultural interchange that this implies, it recognises that the fundamentals of good teaching hardly change through the decades. Teachers have to relate to the individual needs of their pupils; they have to develop the hard-won skills of literacy and numeracy; they have to foster a sense of inquiry and interest about the beautiful and perplexing world in which these children are destined to live; they must encourage the creativity latent in all human beings; they must, along with the home, provide a solid base of the values underpinning our civilization; above all they must radiate their own commitment to learning. No small task: but we, the Governors of Molescroft School, can report that we are sure that those fundamentals are maintained to the highest standards here.

Times are hard, there is no doubt about it. We will probably have to scrape by on reduced budgets for a while, but the school is prudently managed, and the parents remain a great support to all our activities. Meanwhile, we have to make sure that our children retain their freshness and enthusiasm. The world into which they grow up will be full of problems: increasing population, diminishing resources and climate change. I am confident they will rise to those challenges with optimism – a glass half full!

Tony Knight
Chair of Governors



The work of Governors

GOVERNORS' ROLES AND RESPONSIBILITIES

The Governing Body has a general overall responsibility for the effective management of the school, acting within the framework set by national legislation and with due consideration to the policies of the Local Education Authority. The governors must meet regularly, at least the mandatory once a term. In effect, they meet more often in order to carry out their duties effectively. In addition to the meetings of the full body the governors also work in smaller committees.

COMMITTEES

All these committees are required to keep abreast of current developments and the implications of new legislation. They study and evaluate documents and policies emanating from both central and local government authorities. Committees must report to the full Governing Body, although those with delegated powers are able to make certain decisions in their own right. All committee meetings are minuted and the minutes circulated to all governors.

CURRICULUM

This committee meets to debate curriculum developments in the school. All governors are linked with Curriculum Coordinators who make recommendations and offer explanations to the members of this committee. Link Governors make their own presentations and have written the Curriculum reports in this document. Strategies demand much time and commitment by both staff and governors but all are confident of their benefits. On an annual basis the governors and staff join together to evaluate the progress made (over the previous twelve months) in meeting the targets agreed in the School Improvement Plan. Following this discussion, the new Improvement Plan for the year is created based on the school's agreed three year Development Plan.

HEALTH AND SAFETY and PREMISES COMMITTEE

This committee is responsible for the premises and the maintenance requirements, including ensuring that all Health and Safety and Safeguarding regulations are observed. This involves careful monitoring and regular site visits.

FINANCE AND PERSONNEL

This committee is responsible for overseeing the school's budget and deciding where expenditure would be most effective. In addition the committee is concerned with any aspect of management that involves people – be they pupils, staff or volunteer helpers, including appointments and disciplinary matters.

The School Budget and School Fund Account are available to view, on request from the School Office.

In addition to the committees some governors carry out specific roles in certain areas. These are:-

- Special Needs Governor
- Health and Safety Governor
- Training Link Governor
- Cross Phase Liaison Governor
- Literacy Governor
- Numeracy Governor
- Child Protection Governor
- Worship Governor
- Green / Eco Governor
- Health and Welfare Governor

The non-confidential minutes of Governors' Meetings, including committees, are available in the school office for parent/carers to read.

GOVERNORS' EXPENSES

Although it is now possible for governors to claim expenses, once again no claim has been charged to the school.

**ANNUAL REPORT
FOR PARENTS**



MOLESCROFT PRIMARY SCHOOL

Staffing

Staffing January 2011

TEACHING STAFF

Mr. M. Loncaster	-	Head Teacher
Mrs. J. Hakner	-	Assistant HT FY& FY/KS1 Coordinator
Mrs. A. Tonks	-	Assistant HT Y4 & Y3/Y4 Coordinator (secondment)
Miss C. Baker	-	Assistant HT Y6 & Y5/Y6 Coordinator
Mr. M. Britton	-	Assistant HT & Y6
Mr. M. Wood	-	Y5
Mrs. V. Tippett	-	Y5 (0.8)
Mrs. A. Hairsine	-	Y5 (0.2)
Mrs. H. Ripley	-	Y4 (0.5)
Mrs. S. Lazenby	-	Y4 (0.5)
Mrs. S. Henderson-Tucker	-	Y4
Miss B. Price	-	Y3
Ms. S. Grainger	-	Y3
Mrs. J. Nunn	-	Y2
Mr. T. Lilley AST	-	Y2 (0.8)
Mrs. B. Crofts	-	Y2 (0.2)
Mrs. S. Hulse	-	Y1 (0.5)
Mrs. S. Charlton	-	Y1 (0.5)
Miss K. Fullam	-	Y1
Mr. R. Atkinson	-	FY
Mrs. B. Crofts	-	FY (0.4)
Mrs. P. Walker	-	Music (0.3)
Mrs. L. Coward	-	TA
Mrs. H. Wilks	-	TA
Miss J. Hobson	-	TA
Mrs. J. Robinson	-	TA
Mrs. L. Hubbard	-	TA
Mrs. F. Penn	-	TA
Mrs. F. Smith	-	TA
Mrs. K. Ferguson	-	TA
Mrs. K. Costello	-	TA
Mrs. D. Hearfield	-	TA
Mrs. T. Schultz	-	TA
Mr. P. Carron	-	TA
Mrs. S. Cording	-	TA
Mrs. J. Finch	-	TA
Mrs. H. Fisher	-	TA
Mrs. R. Koder	-	TA
Mrs. A. Richardson	-	TA
Mrs. J. Blake	-	TA
Mrs. M. Stocker	-	TA
Mrs. H. Smith	-	TA
Mrs. C. Willey	-	TA
Mrs. J. Cutts	-	TA
Mrs. C. Dixon	-	TA
Mrs. D. Lakin	-	TA
Mrs. H. Rushton	-	TA
Miss L. Watts	-	TA
Mrs. K. Whincup	-	TA
Mrs. J. Lines	-	TA
Mrs. L. Hemphill	-	TA

SCHOOL SUPPORT STAFF

Mrs. J. Bowes	-	Administrative Officer
Mrs. C. Heap	-	Administrative Officer
Mrs. D. Trowsdale	-	Secretary
Mrs. D. Poultney	-	Curriculum Secretary
Mrs. K. Strang	-	Curriculum Secretary
Mrs. E. Jones	-	First Aid

KITCHEN AND LUNCHTIME STAFF

Mrs. L. Hunsley	-	Cook in charge
Mrs. D. Lakin	-	Assistant Cook
Mrs. L. Long	-	Assistant Cook
Mrs. J. Robinson	-	Senior Midday Supervisor
Mrs. E. Jones	-	Asst. Midday Supervisor First Aid
Mrs. P. Tattersall	-	Asst. Midday Supervisor
Mrs. L. Hemphill	-	Asst. Midday Supervisor
Mrs. T. Calam	-	Asst. Midday Supervisor
Mrs. I. Roe	-	Asst. Midday Supervisor
Mrs. K. Whincup	-	Asst. Midday Supervisor
Mrs. D. Goff	-	Asst. Midday Supervisor
Mrs. S. Knott	-	Asst. Midday Supervisor
Mrs. J. Leason	-	Asst. Midday Supervisor
Mrs. S. Wood	-	Asst. Midday Supervisor
Mrs. M. Kitchen	-	Asst. Midday Supervisor
Mrs. J. Cutts	-	Asst. Midday Supervisor

CARETAKING

Mr. A. Soames	-	Caretaker
Mr. M. Thorpe	-	Cleaner
Mrs. L. Williamson	-	Cleaner
Mrs. R. Hardman	-	Cleaner
Mrs. A. Rooks	-	Cleaner



School Improvement

KEY AREAS FOR DEVELOPMENT IN 2011

What are we focussing on this year?

Premier League (Top priority)

READING

Particularly

- Boys
- Home Reading
- & links to Writing

First Division (Next Priority)

Reorganising the Religious Education programme.

Redesigning the Personal Social Citizenship and Health Education (PSCHE) Curriculum basing it on the 'Social and Emotional Aspects of Learning' (S.E.A.L) programme.

To maintain and develop the support for Vulnerable Groups in school.

To prepare for Early Admissions from September 2011.

To develop the ICT provision through the ICT Action Plan, particularly upgrading the system network and investment in new technologies (iPads).

Second Division (Next Priority)

Continue to work on the Comenius Regio Project with partners in Beverley and Lemgo, Germany.

Continue our successful International work with a focus on Australia and renew the International Schools Award.

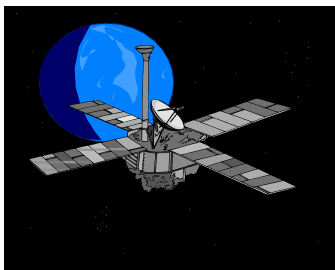
Renew the Eco School's 'Green Flag' award developing 'The Sustainable School'.

Maintaining the developments made for assessment in Science, Geography, RE, PSCHE, ICT, & Primary Languages.

Work towards 'Enhanced Healthy School' status.

Maintain Arts Mark targets.





Governor Reports on the Curriculum

THE FOLLOWING REPORTS HAVE BEEN WRITTEN BY THE LINK GOVERNORS.

KS1 ENGLISH AND LITERACY

KS1 COORDINATOR & LITERACY COORDINATOR: JULIE HAKNER
LINK GOVERNOR: LESLEY HARRISON

It has been a good year for key stage 1 literacy with outstanding progress in the Foundation years. Particular strengths have been new resources to encourage boys to read, lessons are differentiated to meet the needs of all learners, the marking of written work is done a way to ensure the children have constructive feedback, which allows them to know what they need to do to achieve the next level and there is good use of the Teaching Assistants. Reading for pleasure has also been developed and there are attractive book areas in all classrooms. The children also give many positive comments and feedback. They are confident speakers and always willing to contribute in a wide range of activities.

KS2 ENGLISH AND LITERACY

KS2 COORDINATOR & LITERACY COORDINATOR: CAROLYN BAKER
LINK GOVERNOR: TONY KNIGHT

Although Molescroft Primary School performs well above the National and County norms in Key stage 2 Literacy, there are areas where we need to seek improvement, particularly in writing and boys' reading. Two of the problems associated with any testing are reliability and validity. For instance, in any class you can measure the height of children, which is reliable, but not valid for assessing their educational progress. The more valid a test is, the more it tries to measure genuine progress and creativity, the more difficult it is to make it as reliable as, say, a thermometer measuring temperature. The trouble with Key Stage 2 Literacy SATs is that they are not a reliable measure of achievement - last year test results for 11 children had to be re-marked upwards because of the variation with teaching assessments - nor are they always the best way of testing the validity of children's literacy. So we should always be prepared to scatter a large pinch of salt on these exam statistics. Nevertheless, SATs are a fact of life which we cannot afford to ignore, and the School is making every effort to improve the number of children who obtain Level 5 in Writing, also Timed Writing is being introduced on a regular basis. It is associated with cross-curricular activities, and its main goal is to familiarise children with the tasks of writing under time constraints, as they have to do in the test. The Reading Champions scheme for under-achievers is being continued, as there are gender-related issues here, and a parents' meeting is to be held to encourage fathers to read to their sons, as rôle-modelling seems to be very important.

MATHS

COORDINATOR: ANDREA TONKS (Secondment) MATTHEW BRITTON
LINK GOVERNOR: MELISSA BLENCOE

Teaching of Maths throughout the school continues to be outstanding and attainment is significantly above the national average. Staff continue to work hard to maintain and improve these impressive results. 2010 saw the introduction of "Glam Maths" which was aimed at girls who traditionally under-achieve in this subject. It proved to be very popular and is likely to become a regular feature. Children are taught an hour of Maths every day as well as additional "surprise" maths sessions during P.P.A times which continue to be extremely beneficial. Staff are regularly updated on new development and strategies for teaching, and the forthcoming academic year will see the children continue to develop in problem solving across both Key Stages, and encouragement for those under-achieving through "Booster" groups.

SCIENCE

COORDINATOR: VICTORIA TIPPETT
LINK GOVERNOR: IAN MOORE

The teaching of Science at Molescroft School goes from strength to strength with the majority of children reaching above average attainment across KS1 and KS2. These results are only achieved because of the enthusiastic staff, the use of cross-curricular links bringing Science to life through art, dance, drama and Science Week. The second annual Science Week was a great success and proved to be inspirational for the pupils. Great things are planned this year with Mr Brainstorm booked for 3 sessions due to his success last year. With Mrs. Sutton taking early retirement, Mrs Tippett has taken over as Science coordinator and will be raising the 'bar' by expanding the range of concepts being tackled in Science. A self-assessment grid which is mainly assessing investigative science has been introduced that will be put in to each child's Science book. The objectives in the grid will be ticked as completed when a child feels that they have achieved each objective.

ANNUAL REPORT FOR PARENTS



MOLESCROFT PRIMARY SCHOOL

Curriculum

Governor Reports on the Curriculum

INFORMATION and COMMUNICATION TECHNOLOGY

COORDINATOR: MATTHEW BRITTON

LINK GOVERNOR: PAT BECKLEY

ICT continues to develop, keeping up to date with new technology, following the dynamic work covered in the ICT Action Plan. Cross-curricular opportunities have been promoted through the purchase of a set of handheld devices for class use, for example linking ICT and literacy. Class blogs have been created. Year 6 children can access the blog through the school website developing work achieved in school to use at home or store work for later use. Children are able to publish work achieved online, sharing it with friends and relatives. Staff training has been delivered to support use of new computer software.

DESIGN and TECHNOLOGY

COORDINATOR: HELEN RIPLEY

LINK GOVERNOR: KERRY WHINCUP

The use of Design and Technology through the school has continued to thrive and flourish.

Foundation Year children have daily access to equipment that allows them to enjoy activities such as biscuit making, construction activities, sand and water play and work shop areas. All these activities provide FY children with a solid foundation on which they can develop their skills in KS1.

In KS1 the teaching will be focused around 4 key areas: Food, Textiles, Structures and Mechanisms.

Projects such as learning about healthy foods and making their own healthy meals (Food) coincide with Health Week.

The children also make puppets that link to their work "at the seaside" (Textiles) When the children reach KS2 they will build on the skills learnt in KS1 as well as develop new skills in electrical and mechanical control.

In Years 3&4 the children will learn about the healthy food plate and will design and create their own healthy sandwich (Food). This again coincides with the school's Health Week. They will also be given the opportunity to make their own working torch, putting into practice the skills learnt about electrical control.

Year 5 will use their knowledge to develop their own textile projects, reflecting the teaching given during their school visit to Hornsea. Year 6 will create a water wheel for their project, which will coincide with their residential visit to Derbyshire.

Children in all year groups are confident to experiment with the tools and resources available to them during the D&T lessons. The staff are aware that it is their responsibility to instruct the children on the correct way to handle the resources, and that all Health and Safety procedures are adhered to. Risks are assessed for each activity and plans are in place to ensure safety at all times. Children enjoy the opportunity to work either individually, in pairs or in larger groups.

Provisions are also in place throughout the Design and Technology curriculum for the inclusion of children of all abilities, ensuring every child gets the chance to take part in the activity. It is the intention of the D&T coordinator to monitor resources on a termly basis to ensure materials are readily available to every class.

There are several opportunities throughout the year when every child is engaged in school wide D&T projects, especially during International Week. It has been observed that all children seem to particularly enjoy Design and Technology and a high level of skills are evident by the time they reach year 6.

HISTORY

COORDINATOR: SARAH CHARLTON

LINK GOVERNOR: JILL TAYLOR

History continues to be taught well and in an interesting way. Consequently the standard of achievement is generally above average in all Key Stages. The subject continues to be linked across the curriculum, particularly in the areas of literacy and art. A variety of teaching styles are used to enhance the learning in this subject. Overall the pupils enjoy this subject, particularly where they experience topics being brought to life through visits and experts visiting the school. It is hoped to develop the process of bringing history to life for the pupils through the study of local historical opportunities for example the Town Trail.

GEOGRAPHY

COORDINATOR: TREVOR LILLEY

LINK GOVERNOR: BARBARA HANNEMANN

Geography is a popular subject at Molescroft Primary School. The subject coordinator confirms that lessons he has observed this academic year in both KS1 and KS2 show enthusiasm for learning, effective teaching strategies, differentiated activities and successful outcomes. Children are performing according to national curriculum expectations. In the foundation stage children address geography within the foundation stage curriculum where they extend their knowledge and understanding of the world. Cross curricular links are made wherever possible. The subject is well resourced and children readily speak favourably when asked about geography by the coordinator. Geography is now assessed via the new assessment grid for humanities which enables learners and teachers to assess performance against progressive benchmarks.

Without a doubt, the annual international focus weeks at Molescroft inspire learning about other places and other cultures and everyone is looking forward to learning about Australia this year.

PERSONAL, SOCIAL, HEALTH and CITIZENSHIP EDUCATION

COORDINATOR: SARAH GRAINGER

LINK GOVERNOR: JAMES BLAKE

Miss Grainger has taken over responsibility in this area, and maintained the same dynamism we had been accustomed to. A fresh assessment format is now in operation, which allows teachers to identify both under and over-achievers, though the school will review its curriculum in isolation on an ongoing basis from the beginning of 2011.

A myriad of events and themes combine to provide a successful platform for PSHCE, such as: Enterprise Day (which led to the school being invited to an international conference in Harrogate), Health Week (which this year focussed on physical health i.e. exercise), Citizenship Fortnight incl Charity Fundraising, the School Council, the School Bank, and the working towards the Enhanced Health Schools Award (which amongst other issues concerns itself with such as anti-bullying measures and vulnerable groups).



Governor Reports on the Curriculum

ECO SCHOOL

COORDINATOR: LINDA HEMPHILL – TREVOR LILLEY
GREEN GOVERNOR: MELISSA BLENCOE

The Eco-schools agenda is very healthy at Molescroft Primary School. A recently written Environment policy highlights a school with a genuine concern for the responsible stewardship of the environment on a local and global scale. Children and staff actively promote eco-awareness and engage in promoting sustainability. Key words in this process are: RE-DUCE, RE-USE, RESTORE and RESPECT. There are clearly defined 'Green Targets'. The Green Team meets on a half termly basis to review and amend the policy as well as to look at ways of achieving the school's environmental aims. The team is led by seven Green Team leaders from Year 6, each of whom liaises with pupils from younger classes. Molescroft Primary School has been awarded the Eco School's Green Flag Award, which verifies that all aspects of the sustainability agenda are addressed. This is due for re-inspection this February.

ART

COORDINATOR: JULIE NUNN 'Defender of the Arts'
LINK GOVERNOR: MELISSA BLENCOE

Provision throughout the school is outstanding and this is reflected in the wonderful artwork displayed around the school in a joyful celebration of the pupils achievements. Art is taught in such a way that enables the children to develop in many areas and encourages problems solving, thinking skills and facilitates both independent and team-based learning.

Links with local galleries and artists continue to be explored and Art generally crosses the entire curriculum - particularly during special events such as International Week.

In 2010 we were awarded Artsmark Gold for the second time, of which we are very proud, and during 2011 work will continue to maintain this standard. Areas for continued development will be Digital Media and also further links with local galleries and artists to stimulate ideas and new forms of art work to explore.

MUSIC

COORDINATOR: MATTHEW BRITTON
LINK GOVERNOR: DENISE BENFIELD

Music plays an important part in schoolwork and school life. Most children enjoy music. They particularly enjoy using the electronic keyboards and Garage Band.

There is excellent teaching from a music specialist, employed by the school. She teaches music throughout the school and supports all members of staff in their music teaching.

The Orchestra goes from strength to strength, and has increased in size. The quality of music and playing is excellent. Music is central to the International Celebration weeks that are held in the School. Visiting musicians are used regularly. The new ICT hardware is developing all the time to compose and record music. The teachers and pupils are able to compose their own music on the computers.

P.E

COORDINATOR: MARTIN WOOD
LINK GOVERNOR: IAN MOORE / BEN GRADY

Molescroft has worked in partnership with a variety of school and community partners through its role in the School Sports Partnership to continue to provide a breadth and depth of opportunities within and beyond the curriculum (including dance, tag rugby, tennis and gymnastics). Staff have benefitted from further training and lessons are taught with confidence and enjoyment. It is a subject that is thoroughly enjoyed by pupils. Teaching is judged to be good or outstanding and this has laid the foundation for the increase in the number of young people engaging in competition and volunteering to act as officials and coaches at intra and inter school events.

Future developments will focus on enhancing assessment procedures and continuing to develop competitive opportunities (specifically in netball) to work towards the ambition of all young people participating in 3 hours of PE and school sport per week.

R.E

COORDINATOR: MICHAEL LONCASTER
LINK GOVERNOR: PAT BECKLEY

Planning for RE has been reorganised, continuing to reflect the multi-cultural nature of our society while focusing on one faith at a time. This supports children's knowledge and understanding of different faiths, for example children will learn about Hinduism throughout the school year. Knowledge of Christianity continues to flow throughout the school year, for example in discussions about aspects of the faith or through events such as the Christmas Festival held in Beverley Minster.

EARLY YEARS

COORDINATOR: JULIE HAKNER
LINK GOVERNOR: PAT BECKLEY

The youngest children at Molescroft Primary School have continued to enjoy their learning through a variety of exciting and motivating activities. A multimedia artist from Creative Partnerships supported staff and children to produce an animated cartoon based on the Foundation Stage's topic 'Space'. Children created their own alien shapes using a range of materials. This was displayed on the school's website.

Transition into school of the large intake of children in September was managed extremely well and children settled happily. There are four key worker groups in the Foundation Stage to support children. Moderation meetings enhance the tracking of children's work and ensure they make progress as individuals within the setting.



Governor Reports on the Curriculum

SPECIAL EDUCATIONAL NEEDS

COORDINATOR: JULIE HAKNER

LINK GOVERNOR: LESLEY HARRISON

In January 2011 there were 7 children with 'Statements' for their Special Educational needs, 11 children at 'School action plus' and 19 children at 'School action'.

The number of Statements is above average for a school of this size, but the overall SEN number is below average.

The performance and progress of these children are closely monitored and Mrs Hakner, who is the School's Special Educational Needs Co-ordinator (SENCO), has done an excellent task of 'provision mapping'.

Children within Molescroft School are very well supported within a variety of settings and depending on individual needs, children may receive booster classes and/or be involved in a range of specialist activities and programmes which are all designed to promote their development and education.

Overall the progress of these children has been very good.

GIFTED AND TALENTED

COORDINATOR: ALICE HAIRSINE

LINK GOVERNOR: VICTORIA SCARBOROUGH

Our School's Gifted and Talented co-ordinator is Alice Hairsine. Alice works closely with the other teachers in the school to ensure that gifted and talented children are spotted and their potential maximised.

The achievements and strengths of the gifted and talented area include:

- A fourth year of the 'enrichment society' with society meetings planned around the needs of the children
- The number of children on the gifted and talented register being a true reflection of the excellent teaching at Molescroft, and the use of these children in class activities to engage and develop their peers
- Enabling the children to take part in community projects with visits to places outside of school
- The ability of teachers to differentiate work according to the child's needs in order to fully engage the children.

Improved procedures for highlighting Gifted and Talented children in physical education.

Alice plans to work hard to ensure the Gifted and Talented work both within and outside of the school is recognised and maximised.

MODERN FOREIGN LANGUAGES

COORDINATOR: SAMANTHA HENDERSON-TUCKER

LINK GOVERNOR: JAMES BLAKE

Since the start of the academic year Mrs. Henderson-Tucker (SHT) has taught Spanish across KS2 in alternate weeks, with the resident class teachers taking the class during the weeks in between. This is through a discreet language lesson, rather than integrating within other subjects. SHT provides the modelling for the class teachers, which is working very well indeed, and it evident that excellent progress is being maintained.

SHT is also involved through the Longcroft cluster as a language coordinator with seven other local schools, which helps ensure a consistency of approach in the lead up to secondary school, and additionally that we at Molescroft ensure we keep up to date with developments.

Assessment of the children has previously been on an informal basis, though Years 3 and 4 will now follow a formal route this year, to be mirrored by Years 5 and 6 next year. This is based on a "language ladder" programme, which is a grading system similar to the levels we are all familiar with. The aim is that children end Year 4 with a grade 2, and ultimately leave our school with a grade 3, or maybe 4.

Most importantly, the children are very enthusiastic in the language lessons, and enjoy the novelty value of having a different teacher once every fortnight. KS2 will learn Spanish for two terms followed by French for two terms.

SPORT IN THE CURRICULUM

The teaching staff are all fully qualified to teach Primary P.E. The school provides skills teaching for a full class (if required) for the following sports which we teach at this school: TENNIS, HOCKEY, RUGBY, FOOTBALL, ROUNDERS, CRICKET, NETBALL, ATHLETICS. Experts and specialist staff are regularly invited into school to work with the pupils and teachers. In Key Stage 1 the 'Games' programme is based upon the development of skills required for the sports listed above and for the development of individual control and manipulation. Children in Year 3 have a course of swimming lessons. All pupils cover an appropriate balance of Dance and Gymnastics with Outdoor Adventurous Activities more common with older children. The school hosts a wide variety of Sporting Tournaments for the pupil to demonstrate and use their sporting skills.

EXTRA CURRICULAR SPORT & PE

A wide range of Extra Curricular sport is offered.

The school offers 'Routines' and 'Urban' Dance Classes. There are football clubs for all boys and girls in KS2. In addition the school provides Table Tennis, Running and Netball clubs. Opportunities are also provided on a regular basis for children of all ages in Tennis, Gymnastics, Rugby, Cricket and Football coaching with Hull City FC. The school competes regularly in a range of inter school competitions including in Football, Rugby, Cricket, Netball, athletics and cross country.

SUMMARY

The aims of maximum participation, enjoyment and increasing personal commitment in sport are being achieved and remain as constant goals for raising standards.



Meeting Everyone's Special Needs

SPECIAL CURRICULAR ARRANGEMENTS

All children are provided for according to their own special educational needs. Some children may receive extra help as identified by their teachers. Extra attention or materials will be provided, as required. Children are organised in a variety of ways to suit the needs of the individual and to match these needs to the requirements of the curriculum, some children may be supported by a Teaching Assistant. A social language group is particularly effective in supporting pupils with communication and social difficulties. In the same manner children who have exceptional talents and ability will be identified and supported. An annual programme of testing and assessment is designed to track pupils of all abilities to ensure that all needs are met and that targets can be set for pupils of all abilities. Parents/Carers are kept fully informed of any identification of Special Educational Needs and progress made.

Education Act 1981 - Special Educational Needs

The name of the governor designated to have oversight of this aspect of the school's work is Lesley Harrison.

The name of the member of staff having responsibility for the school's arrangements for identifying and meeting the special needs of pupils is Mrs. Hakner. The school is also supported by a Consultant Teacher from the LA Special Educational Needs Support Service and an LA Educational Psychologist.

The school has a budget of £168,607.00 for pupils with Special Educational Needs including funding for pupils with a Statement of Special Educational Need. In total the school spends £245,443.00 supporting learning for pupils with Special Educational Needs including those with a Statement of Special Educational Need.

PUPILS WITH DISABILITIES

ADMISSION ARRANGEMENTS

If appropriate agencies recommend that a child with disabilities be admitted to Molescroft Primary School the child will be admitted and given every opportunity to follow the normal curriculum (as far as is humanly possible) within the classroom area and given support as necessary to achieve this. Examples of special arrangements include adapted targets in the Athletics Programme, enlargement of text and visual images, adult support and special provision during Residential Visits to enable participation. Liaison would be maintained with other agencies and if necessary the assistance of voluntary organisations would be sought.

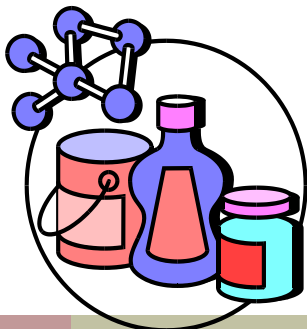
STEPS TAKEN TO PREVENT PUPILS WITH DISABILITIES BEING TREATED LESS FAVOURABLY THAN OTHER PUPILS.

The "Good Behaviour and Anti-Bullying" Policies of the school provide a clear benchmark and approach to ensure that no pupil with a disability is treated less favourably by others. All parents/carers and pupils have a guide to this policy. In addition the school has an **Inclusion Policy** with targets. This is designed to ensure that every pupil has every need met. There is an ongoing Inclusion Audit including a review of all policies. Coupled with the **Accessibility Plan** there have been a number of initiatives around the site to improve the environment for disabled pupils. Much of this is linked to the provision of ramps with the new extension and improved visual prompts where steps remain—inside and out.

CURRENT ACCESS FOR PUPILS WITH DISABILITIES

Special features which increase or assist access to the school for pupils with disabilities include:

- wheelchair access to all parts of the school,
 - an indoor disabled toilet,
 - a room available for children to receive specialist treatment required through the day.
- Parents/carers should note however that there are some steps within the interior of the building and that rooms are on different levels. The new extension has been designed to improve access around the building both in the new and existing areas.



Safeguarding

MEDICINES

The Head teacher and Education Department employees are under no obligation to administer medicines at school and generally do not at Molescroft Primary School. If necessary, we request a parent or a person designated by the parent attends the school at the appropriate times to administer the medicine.

However where there is a long term requirement for medical support during school time every effort will be made to support the child/family. If necessary in these exceptional circumstances medicines may be administered.

Where pupils with special needs are admitted to a school, the issue of administration of medicine will be resolved prior to admission through a case conference.

CHILD PROTECTION

The school policy continues to be implemented by all staff in line with guidelines and procedures recommended by the Education Authority. The Child Protection Co-ordinator is Mrs. Tonks (secondment) Mr. Britton in her absence. Mrs. Hakner is the Child Protection coordinator for Early Years.

FIRST AID

Mrs. E. Jones is our official nominated First Aider. She is now on duty from 10:30am to 2:45pm each day. However, she has the support of Mrs. Coward, Mrs. Wilks, Mrs. Costello, Mrs. Hearfield, Mrs. Ferguson and Mrs. Cording who are also qualified. Mrs. Jones is the official First Aider at lunchtime supported by Mrs. Whincup and Mrs. Robinson. Mrs. Jones and Mrs. Wilks also have Paediatric First Aid qualified status.

HEALTH AND SAFETY

Health and Safety procedures in the school are regularly reviewed and discussed termly by the Governors. There is a comprehensive site survey every term. This includes a review of First Aid provision, and the school's COSHH records. These cover all substances used in school, they have been reorganised for ease of access and to ensure they offer appropriate advice in an emergency. Our comprehensive Health and Safety Action Policies ensure all aspects of Health and Safety are watertight. There is a regular review of the school's Risk Assessments and Fire Safety Plan. Regular fire and evacuation drills are carried out.

SCHOOL SECURITY

The school site is now fully secure during pupil hours. This ensures that the only access point into school is through the front door. A remote release security device is attached to this door. Out of hours, the site is secured by a high fence, which makes it very difficult for all but the most determined trespasser. It is equally difficult for a trespasser to leave in a hurry should the Police be called to investigate!

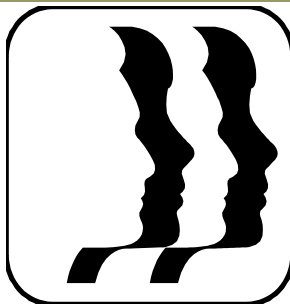
ASSAULTS

There have been no physical assaults on members of staff. There has been no theft from the school.

VANDALISM

There has been some vandalism of the shed on the





Background Information

PUPIL ROUTES - JULY 2010

64.5% Longcroft School and Performing Arts College
13.5% Beverley Grammar School 10% Beverley High School 12% Other

CHARGING FOR PUPIL ACTIVITIES

No charges will be made for music lessons relating to the National Curriculum entitlement given by the school. This includes recorder lessons. The school facilitates the provision of **Brass, Woodwind, Percussion and Stringed tuition** through the Schools' Music Service. A charge is made for these lessons. No charge will be made for practical subjects such as **Art, Craft, Design or Technology**, though in exceptional circumstances a voluntary contribution may be sought. Voluntary contributions will be requested for the cost of **Non-Residential Visits**. Compulsory charges will be made for the board and lodging element of a **Residential Visit**. Voluntary contributions will be sought for the remainder of the cost.

Families in receipt of **Income Support or Family Credit** will be entitled to full remissions in respect of all the categories above. (Except extra Music lessons)

COMPLAINTS and MORE INFORMATION

We try very hard to meet our targets and to uphold the policies, aims and procedures described in the Prospectus. However we recognise that on some occasions things do not go to plan and that Parents/ Carers may feel the need to question actions and possibly complain.

Initial contact should first be made with the school. Any general complaint that cannot initially be resolved by the class teacher will be passed to the Key Stage Assistant Headteacher.

If the problem is still unresolved, it will be passed to the Head Teacher.

Only if the Head Teacher is unable to resolve the complaint or the complainant is unwilling to contact the Head Teacher should the complainant invoke more formal procedures by contacting the Chair of Governors.

The Chair of Governors will investigate the matter and respond to the complainant.

If the matter cannot be resolved by the Chair of Governors, the matter will be referred to the Governing Body Complaints Committee. The committee will try to complete the investigation within two weeks.

DOCUMENTS

Parents/Carers are welcome to see copies of all the relevant documents, e.g. Department for Education circulars, school policies, etc. These are freely available at the school for inspection. The school will also advise where it is possible to obtain copies and how to do so.

SMOKING POLICY

It is illegal to smoke inside this school.
It is East Riding policy that smoking is not permitted anywhere on the school site.



KS1 Assessment Results

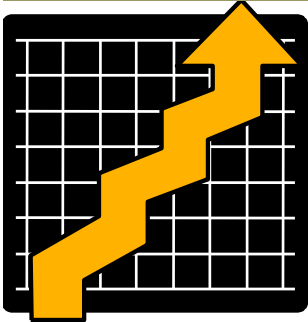
These tables show *detailed results* for Year 2 pupils (on the roll at the time of the last national curriculum assessments) achieving each level at the school at the end of Key Stage 1. Figures may not total 100% because of rounding.

MOLESCROFT SCHOOL RESULTS TEACHER ASSESSMENT % at each level

	W	1	2	2c	2b	2a	3	4	Pupils disapp- plied	Pupils Absent
Speaking and Listening	2	18	57				23	0	0	0
Reading	2	11		5	28	33	21	0	0	0
Writing	2	11		13	34	23	16	0	0	0
Mathematics	3	3		15	15	46	18	0	0	0
Science	2	2	67				30	0	0	0

W represents the pupils who are working towards a level 1, but have not yet achieved the standards needed for level 1.





2009

KS1 National Comparisons

These tables show *detailed results* for Year 2 pupils (on the roll at the time of the last national curriculum assessments) achieving each level in England at the end of Key Stage 1. Figures may not total 100% because of rounding.

NATIONAL RESULTS

TEACHER ASSESSMENT AND OR TESTS % at each level

TEST AND TASK RESULTS % at each level

	W	1	2	2c	2b	2a	3 or above	Pupils disapplied	Pupils Absent
Speaking and Listening	2	11	65				21	0	0
Reading	3	13		12	22	24	26	0	0
Writing	5	15		21	28	20	12	0	0
Mathematics	2	8		16	26	27	21	0	0
Science	2	9	67				22	0	0

W represent the pupils who are working towards a level 1, but have not yet achieved the standards needed for level 1.



KS2 Assessment Results

MOLESCROFT SCHOOL RESULTS

These tables show *detailed* results for Year 6 pupils (on the roll at the time of the last national curriculum assessments) achieving each level at the school at the end of Key Stage 2

Figures may not total 100% because of rounding

TEACHER ASSESSMENT % at each level.

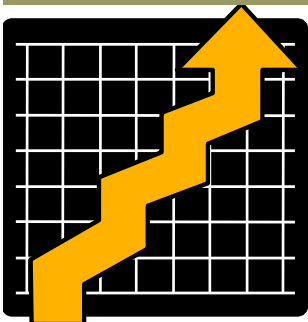
	W	1	2	3	4	5	6	Pupils disap- plied	Pupils Absent
English	0	0	0	5	46	49	0	0	0
Mathematics	0	0	3	2	41	54	0	0	0
Science	0	0	0	3	36	61	0	0	0

TEST RESULTS % at each level.

- W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.
- represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils not achieving a level from the tests.

	Below 3*	3	4	5	6	Pupils not en- tered #	Pupils Absent
English	2	10	53	36	0	0	0
Reading	0	2	32	61	0	0	0
Writing	0	22	59	19	0	0	0
Mathematics	0	5	51	41	0	0	0

pupils working at the levels of the tests, but unable to access them, formally referred to as disapplied.



KS2 National Comparisons

These tables show *detailed* results for Year 6 pupils (on the roll at the time of the last national curriculum assessments) achieving each level in England at the end of Key Stage 2

NATIONAL RESULTS

Figures may not total 100% because of rounding
TEACHER ASSESSMENT % at each level.

	W	1	2	3	4	5	6	Pupils disap- plied	Pupils Absent
English	1	1	4	15	49	30	0	0	0
Mathematics	0	1	3	15	46	33	0	0	0
Science	1	1	2	11	48	38	0	0	0

TEST RESULTS % at each level.

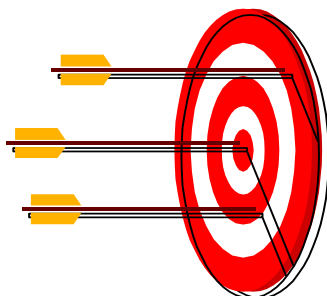
	Below Level 3*	3	4	5	Pupils not en- tered #	Pupils Absent
English	6	14	51	29	0	1
Reading	7	7	38	47	0	1
Writing	5	27	48	19	0	0
Mathematics	5	15	44	35	0	1

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

- represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils not achieving a level from the tests.

pupils working at the levels of the tests, but unable to access them, formally referred to as disappplied.





Our Targets

KS2 Targets

NATIONAL CURRICULUM TARGETS

The school is required to publish targets for KEY STAGE 2 pupils. These targets are EXTREMELY DEMANDING and represent considerable challenge for the pupils. They are calculated based on the expected level of achievement for each pupil plus an element of challenge. These targets have been agreed with the East Riding of Yorkshire Education Authority.

	Targets	Actual % if known
YEAR 2004/2005		
SUBJECT ENGLISH		
TARGET TO ACHIEVE LEVEL 4 OR ABOVE	90%	84%
TARGET TO ACHIEVE LEVEL 5 OR ABOVE	38%	17%
SUBJECT MATHS		
TARGET TO ACHIEVE LEVEL 4 OR ABOVE	88%	83%
TARGET TO ACHIEVE LEVEL 5 OR ABOVE	32%	37%
YEAR 2005/2006		
SUBJECT ENGLISH		
TARGET TO ACHIEVE LEVEL 4 OR ABOVE	90%	100%
TARGET TO ACHIEVE LEVEL 5 OR ABOVE	44%	37%
SUBJECT MATHS		
TARGET TO ACHIEVE LEVEL 4 OR ABOVE	95%	92%
TARGET TO ACHIEVE LEVEL 5 OR ABOVE	51%	42%
SUBJECT SCIENCE		
TARGET TO ACHIEVE LEVEL 4 OR ABOVE	100%	100%
TARGET TO ACHIEVE LEVEL 5 OR ABOVE	56%	63%
YEAR 2006/2007		
SUBJECT ENGLISH		
TARGET TO ACHIEVE LEVEL 4 OR ABOVE	94%	92%
TARGET TO ACHIEVE LEVEL 5 OR ABOVE	43%	43%
SUBJECT MATHS		
TARGET TO ACHIEVE LEVEL 4 OR ABOVE	94%	87%
TARGET TO ACHIEVE LEVEL 5 OR ABOVE	55%	32%
SUBJECT SCIENCE		
TARGET TO ACHIEVE LEVEL 4 OR ABOVE	96%	98%
TARGET TO ACHIEVE LEVEL 5 OR ABOVE	52%	66%
YEAR 2007/2008		
SUBJECT ENGLISH		
TARGET TO ACHIEVE LEVEL 4 OR ABOVE	91%	94%
TARGET TO ACHIEVE LEVEL 5 OR ABOVE	46%	41%
SUBJECT MATHS		
TARGET TO ACHIEVE LEVEL 4 OR ABOVE	96%	88%
TARGET TO ACHIEVE LEVEL 5 OR ABOVE	46%	31%
SUBJECT SCIENCE		
TARGET TO ACHIEVE LEVEL 4 OR ABOVE	98%	94%
TARGET TO ACHIEVE LEVEL 5 OR ABOVE	80%	55%
YEAR 2008/2009		
SUBJECT ENGLISH		
TARGET TO ACHIEVE 2 LEVEL PROGRESS	98%	77%
SUBJECT MATHS		
TARGET TO ACHIEVE 2 LEVEL PROGRESS	100%	97%
SUBJECTS ENGLISH & MATHS		
TARGET TO ACHIEVE LEVEL 4 OR ABOVE	95%	87%
TARGET TO ACHIEVE LEVEL 5 OR ABOVE	45%	18%
YEAR 2009/2010		
SUBJECT ENGLISH		
TARGET TO ACHIEVE 2 LEVEL PROGRESS	97%	84%
SUBJECT MATHS		
TARGET TO ACHIEVE 2 LEVEL PROGRESS	95%	95%
SUBJECTS ENGLISH & MATHS		
TARGET TO ACHIEVE LEVEL 4 OR ABOVE	93%	82%
TARGET TO ACHIEVE LEVEL 5 OR ABOVE	34%	27%
ABSENCE TARGET	4.0%	3.7%
YEAR 2010/2011		
SUBJECT ENGLISH		
TARGET TO ACHIEVE 2 LEVEL PROGRESS	95%	
SUBJECT MATHS		
TARGET TO ACHIEVE 2 LEVEL PROGRESS	95%	
SUBJECTS ENGLISH & MATHS		
TARGET TO ACHIEVE LEVEL 4 OR ABOVE	92%	
TARGET TO ACHIEVE LEVEL 5 OR ABOVE	42%	
ABSENCE TARGET	3.8%	
YEAR 2011/2012		
SUBJECT ENGLISH		
TARGET TO ACHIEVE 2 LEVEL PROGRESS	90%	
SUBJECT MATHS		
TARGET TO ACHIEVE 2 LEVEL PROGRESS	90%	
SUBJECTS ENGLISH & MATHS		
TARGET TO ACHIEVE LEVEL 4 OR ABOVE	87%	
TARGET TO ACHIEVE LEVEL 5 OR ABOVE	35%	
ABSENCE TARGET	3.5%	
PERSISTENT ABSENCE TARGET	0.3%	



Friends of Molescroft School 2010 - 2011

FRIENDS OF MOLESCROFT SCHOOL ASSOCIATION

“Friends of Molescroft School Association” has been well supported and has had a most successful year. The range of events and the effort and time put into them not only provided the school with a significant boost to the quality of the educational provision but also was a major contributor to the social life of the community.

Events organised by the Friends Association include:

**Summer Fun Day
KS1 & KS2 Discos
Millionaire’s Night
100 Up Club
Christmas Fayre
Quiz Nights at the Hayride
Token Collections
Second Hand Uniform Sales
Bags to School Recycling Campaign**

The Friends have agreed to support the Fair Trade Policy of the school and now only sell/provide Fair Trade tea and coffee:

The Friends have donated to the school:

£647 for the base for the new cycle shed.

The Friends have maintained a healthy balance which can be used if required to support the refurbishment of the Foundation Stage Play Area when the building work is complete. Following this we are hoping to use the Friends’ funds to pay for 30 iPads to be used across the school.

No trustee was paid any remuneration or expenses during the year





Extra Involvement

EXTRA CURRICULAR SOCIETIES AND ACTIVITIES

A variety of activities take place both at lunchtimes and after school. These include:

Year 5 & 6 Football Club and Year 3 & 4 Football Club

Girls Football Club

Year 5 & 6 Netball Club

Year 6 Table Tennis Club

Advanced, Intermediate and Beginners' Chess

Runner Beings (running/stamina)

Christian Club

Stamps

Choir

Orchestra

Recorder Groups

Theatre Club

French Club

Guitar Club

Dance Routines

Tennis

Gymnastics

Football coaching (Hull City FC)

French

Enrichment Clubs

International Club

Bookworms

ICT/Newspaper

Sewing/knitting/jewellery

Urban Dance

Textiles

Art

Peripatetic music teachers offer tuition to children on stringed, brass, percussion and woodwind instruments. From January 2010 the charge will be £35 per term of ten lessons. **PAR-ENTS MUST AGREE TO PAY FOR A FULL ACADEMIC YEAR AT A TIME.**

Please note that:

All children learn to play the descant recorder in Years 3, 4, 5 and 6.

VOLUNTEER HELPERS

The Governors and Staff are extremely grateful for the work of the volunteer helpers who so enhance the work of the school. The range of activities in which they are involved continues to grow and includes:

Hearing children read

Supporting groups with activities

Making educational games, activities and materials

School library

P.E.

Art

Design Technology e.g. supervising a glue gun

Computers

Helping children with Special Educational Needs

Leading Discussion Groups

Book Making

Infant Help

After school clubs

Science experiments

Intensive Reading Activities

Intensive Maths Activities

Mounting of work and displays around the school

Talking about their work/employment

Anyone interested in becoming a volunteer helper on a regular or less frequent basis is asked to contact either Mr. Lancaster or any teacher directly.





Update from the 2008 Ofsted Inspection

KEY ISSUES

The Inspectors found that there were no major aspects of the work of the school identified for improvement as a result of the inspection. **The school was judged to be outstanding in every aspect of its work.** As a result there is no requirement for a separate Post Ofsted Action Plan.

From the report.

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

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

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

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

The curriculum is outstanding. A host of nationally recognised awards testify to the excellent balance between creative, physical and academic work. Pupils have extensive opportunities to apply their literacy and numeracy skills and to become highly competent in computer work. There is excellent enhancement for learning through visits, expert visitors to school and themed events, such as the recent Chinese week. Pupils take very good advantage of an extensive range of lunchtime and after-school clubs. These provide excellent opportunities for exercise, competitive sport and for the development of individual talents and interests.

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

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

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



Attendance and Holidays

ATTENDANCE for the year to July 2010 was 96.3%

Unauthorized absences are rare as parents/carers always inform the school either by letter, phone or in person of the reason why their child was absent. We are grateful for the support of parents/carers in this matter and also for keeping the time pupils are absent for holidays to a minimum. The unauthorised absence rate was 0%

HOLIDAY DATES

Spring Term 2011

School opens Thursday 6th January 2011

Half Term School closes Friday 18th February 2011
Monday 28th February 2011 - ADDITIONAL SCHOOL CLOSURE DAY
- By Government Order relating to new curriculum.

School opens Tuesday 1st March 2011 (not the Monday as previously advertised)

School closes for Easter Friday 15th April 2011

Summer Term 2011

School opens Wednesday 4th May 2011

Half Term School closes Friday 27th May 2011
School opens Monday 6th June 2011

EXTRA CLOSURE DAY IN LIEU OF THE ROYAL WEDDING

Friday 24th June 2011 (This was originally planned with other cluster schools, but may not now coincide with all local schools.)

School closes for the Summer Holiday Friday 22nd July 2011

Autumn Term 2011

School opens Tuesday 6th September 2011

Half Term School closes Friday 21st October 2011
School opens Monday 31st October 2011

School closes for Christmas Tuesday 20th December 2011

Spring Term 2012

School opens Monday 9th January 2012

Half Term School closes Friday 17th February 2012
School opens Monday 27th February 2012

School closes for Easter Friday 30th March 2012

Summer Term 2012

School opens Tuesday 17th April 2012

School closed Monday 7th May 2012 Bank Holiday

Half Term **School closes Friday 1st June 2012**
Note 4th/5th June are Bank Holidays for The Queen's Diamond Jubilee.
School opens Monday 11th June 2012

School closes for the Summer Holiday Friday 20th July 2012

Autumn Term 2012

School opens Wednesday 5th September 2012

Half Term School closes Friday 26th October 2012
School opens Monday 5th November 2012

School closes for Christmas Friday 21st December 2012

Spring Term 2013

School opens Tuesday 8th January 2013

Half Term School closes Friday 8th February 2013
School opens Monday 18th February 2013

School closes for Easter Friday 22nd March 2013

Summer Term 2013

School opens Tuesday 9th April 2013

School closed Monday 6th May 2012 Bank Holiday

Half Term **School closes Friday 24th May 2013**
School opens Monday 3rd June 2013

School closes for the Summer Holiday Friday 19th July 2013

PLEASE NOTE THE DATES ABOVE DO NOT NECESSARILY CORRESPOND WITH THOSE OF NEIGHBOURING SCHOOLS

ABSENCES

Parents/carers are required to inform the school office of the reason for absence as soon as possible. This may be by letter, in person or by telephone. Failure to do so will result in an UNAUTHORISED ABSENCE BEING RECORDED. **In the interest of pupil security, ABSENCE SHOULD BE REPORTED TO THE SCHOOL OFFICE (BY TELEPHONE or IN PERSON) BEFORE SCHOOL COMMENCES ON THE MORNING OF ABSENCE.**

Holidays in term time

Parents/carers may request of the Head Teacher up to two weeks absence for their child in any one year, if there is documentary proof that due to employer restrictions the holiday can only be taken during term time. A holiday form must be completed in advance. These are available from the school office. PARENTS ARE ADVISED TO CHECK THIS FORM CAREFULLY BEFORE BOOKING A HOLIDAY.

Fines of £50 or £100 are imposed by the Local Authority for UNAUTHORISED ABSENCE. This would include taking more than ten days holiday in a school year or taking a holiday in term time where there is an alternative. Other regulations and exemptions apply. Fines are issued per child, per parent, per week of absence. The school does not receive any money.