Thrunscoe Primary School

Inspection report

Unique Reference Number	131257
Local authority	North East Lincolnshire
Inspection number	381323
Inspection dates	24–25 January 2012
Lead inspector	Roger Sadler

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	267
Appropriate authority	The governing body
Chair	Mr D Copinger
Headteacher	Mrs J A Goodwin
Date of previous school inspection	14 May 2009
School address	Trinity Road Cleethorpes DN35 8UL
Telephone number	01472 320781
Fax number	01472 320784
Email address	head@tp.tlfe.org

Age group	3–11
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Introduction

Inspection team

Roger Sadler	Additional inspector
John Brennan	Additional inspector
Bobbi Mothersdale	Additional inspector

This inspection was carried out with two days' notice by three additional inspectors. Teaching in the Early Years Foundation Stage and in the other six classes was observed. All eight teachers were seen for whole lessons and a total of around nine hours of teaching was observed. The inspectors analysed pupils' work, particularly in mathematics and writing, and held meetings with members of the governing body, staff, pupils and parents and carers. A discussion was also held with some pupils to ascertain their understanding of reading. The school's work, including play times and an assembly were observed, and records from previous and the current school years were inspected. School documents, including the school improvement plan and safeguarding procedures and records, were evaluated. The school's data in relation to pupils' attainment, progress and attendance were compared with national data. There were no responses to the on-line questionnaire (Parent View). The inspectors analysed the 59 questionnaires returned by parents and carers, along with questionnaires returned by pupils and staff.

Information about the school

Almost all pupils attending this slightly larger than average-sized primary school are of White British heritage and speak English as their main language. The proportion of pupils known to be eligible for free school meals is above average. An above-average proportion of pupils are disabled and have special educational needs. Since the previous inspection, the school has received the Artsmark Award and Young Enterprise Centre of Excellence status. The school meets the current floor standard.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	**2**

Achievement of pupils	**2**
Quality of teaching	**2**
Behaviour and safety of pupils	**1**
Leadership and management	**2**

Key Findings

- This is a good school. Parents and carers hold the school in high regard and pupils are very proud of it.

- Good leadership and management, including governance, have successfully built upon previous good provision and outcomes. All groups of pupils achieve well so that, by the end of Key Stage 2, pupils' attainment is average in reading, writing and mathematics. Since the last inspection, pupils' progress is monitored much more effectively. Assessments are now used fully to identify those pupils who are not on course to meet their challenging targets and provide support to accelerate their progress.

- Teaching is consistently good overall and sometimes outstanding. Teachers have good subject knowledge and motivate pupils to learn through well-planned and interesting activities. Relationships and teamwork are excellent throughout the school.

- Attendance is above average and still improving. Pupils arrive punctually and their behaviour is excellent. They work and play together cooperatively and in a mature and sensible manner. Pupils know how they can help keep themselves safe and act with sensitive regard for the safety of others. Pupils say that bullying does not happen, but are confident that any incidents that arise are dealt with promptly and effectively. Pupils' spiritual, moral social and cultural development is outstanding. Their social skills are a particularly strong aspect.

- The school has recently reviewed and improved the way that pupils are helped to understand their own learning needs and pupils, as they grow older, are developing an impressive understanding of where and how to improve key aspects of their learning. The curriculum has been overhauled and is now more effective, however, opportunities are missed sometimes for pupils to deepen their understanding of the skills of writing and mathematics by using them in wide arrange of subjects, for example, in science, history and geography.

What does the school need to do to improve further?

- Accelerate learning and strengthen pupils' application of their basic skills of numeracy and literacy by:
  - providing more opportunities for pupils to develop their writing skills that they acquire in English lessons in other subjects, such as history or geography
  - increasing opportunities for extended, independent and imaginative writing
  - using and applying their mathematical skills in a wider variety of subjects, including science.

Main Report

Achievement of pupils

Almost all parents and carers are happy with their children's progress. This view is confirmed by inspection findings. As they move through the school, pupils make good progress. Excellent behaviour and pupils' very positive attitudes to learning, support the good pace of learning during lessons. Many children enter the Nursery with attainment that is below that typical for their age. Children progress well in the Early Years Foundation Stage. Their strongest progress is typically in their personal, social and emotional development and this prepares them well for their future years at school.

In Years 1 and 2, pupils' attainment in reading is rising at a good rate, due to improved teaching of reading. Pupils have a well-developed knowledge of letters and sounds and use this effectively to read unfamiliar texts. Also, they enjoy and show a good understanding of the books they are reading. Over the last few years, attainment by the end of Year 2 has been a little below average in reading, writing and mathematics, but pupils who are currently in Year 2 are on track to attain average standards. Pupils continue to make good progress from Years 3 to Year 6. Attainment by the end of Year 6 in reading, writing and mathematics has been average over recent years. The school's work to improve pupils' involvement in their own learning is beginning to bear fruit and a larger proportion of the pupils currently in Year 6 are on track to exceed the attainment expected for their age.

Attainment in reading is a little higher than in mathematics and writing because occasionally opportunities are missed to develop mathematics and writing skills in other subjects. Higher-attaining pupils are challenged consistently and make good progress. Disabled pupils and those with special educational needs make good progress throughout the school. This is due to good-quality support by teachers and teaching assistants and very effective interventions, based on the regular assessments of these pupils' needs. Parents and carers of pupils with special educational needs praised the support provided for their children.

Quality of teaching

Parents and carers are fully confident that their children are taught well and making good progress. Teaching in the Early Years Foundation Stage is invariably good and sometimes excellent. Assessment information is used carefully to tailor provision to meet the needs of each child. Many exciting learning opportunities are provided and children enjoy and benefit from the activities a great deal. The outdoor areas are rich and provide stimuli for learning in all areas of learning. During a few whole-class lessons, such as those where letters and sounds are being taught, chances are missed to divide the class to make it easier for adults to cater fully for the whole ability range. Children are taught to be increasingly independent and to behave well and the Early Years Foundation Stage unit provides good preparation for the next stage of education.

Good-quality and sometimes outstanding teaching continues in Key Stages 1 and 2. Strong attention is given in lessons and assemblies to promoting pupils' spiritual, moral, social and cultural development. Teachers promote collaboration in learning so that pupils not only work together, but also actively help each other to learn. Well-trained teaching assistants are fully deployed, either in the classroom, or by withdrawing individual or small groups of pupils to ensure that teaching matches the wide range of ages and abilities in each class fully, especially for those who are disabled, those with special educational needs, or those who have been identified as not achieving their potential fully. Teachers' good subject knowledge ensures that planning meets the needs of all pupils. The school has recently introduced and improved the way of deepening pupils' knowledge of their own learning and to help them work to clear targets. Meetings are held regularly between each teacher and individual pupils and their progress and assessment folders are discussed. Many pupils, especially in Year 6, find the school's approach beneficial and show an impressive knowledge of exactly where they need to focus their attention. As one older pupil said, 'They help you sort out what you need to sort out'. This approach benefits not only their learning, but also contributes to their excellent spiritual development, especially their ability to reflect.

The school has worked effectively over the last two years to improve the teaching of reading. Guided reading sessions are effective and pupils are regularly heard reading independently by teachers, teaching assistants and volunteers. These improvements are having a positive effect on pupils' progress in reading. Mathematics is taught well, but using and applying mathematics is a weaker element and chances are missed in subjects such as science to develop pupils' mathematical skills. The teaching of writing is also good, but the particular aspects of writing taught in English lessons are sometimes not practised and developed in other subjects.

Behaviour and safety of pupils

Throughout the school, links with parents and carers and care, guidance and support are excellent. Effective induction arrangements and high expectations of behaviour mean that the youngest children soon learn to behave and cooperate well. There are excellent systems to manage pupils' behaviour and to promote their spiritual, moral and social development. Consequently, pupils, as they grow older, learn progressively to take responsibility for their own behaviour and that of others.

Behaviour and relationships during the inspection were excellent and pupils say that behaviour is always very good. Both pupils and parents and carers say that anti-social behaviour or bullying do not take place. They say this is due to the school's family atmosphere. Consequently, pupils feel totally secure and safe. Pupils show a strong understanding of what constitutes bullying and older pupils have recently discussed fashion bullying and why this is unacceptable. Parents and carers say that behaviour in the school is consistently very good and also they feel that their children are very safe and well looked after. Almost all parents and carers indicated that they would recommend this school to others. Older pupils enjoy applying for and undertaking roles, such as lunchtime monitors and buddies. Attendance is above average and rising, due to the school's strong procedures to ensure good attendance and because pupils enjoy school so much.

Leadership and management

The headteacher has worked to improve provision and pupils' achievement tenaciously and effectively. The leadership and management of teaching and learning is a strong feature. Staff are consulted carefully on any major initiative in the school and are made fully aware of its purpose. This helps staff implement initiatives, such as the current excellent work to improve pupils' knowledge of their own learning, intelligently and effectively. Staff training and guidance are of good quality so that staff's teaching skills are developed progressively. All pupils' progress is assessed meticulously and regular meetings are held with staff where their performance is discussed and planned. Any necessary additional support is provided and the effect of this is monitored continually. Good systems for monitoring and evaluation and the school's track record in improving standards and provision indicate that the school has good capacity to improve. Subject leadership has improved since the last inspection, but the school is aware that subject leaders still do not take full responsibility for monitoring attainment in their subjects. Also, subject action plans lack clear criteria to help leaders, including the governing body, to evaluate the impact of actions taken on pupils' achievement.

The governing body has a clear view of its role. Monitoring and evaluation are continuing to improve and members of the governing body show a clear understanding of the school's strengths and where further improvement is needed. The governing body provides good-quality challenge and support to the school. Members of the governing body understand their responsibilities in safeguarding: arrangements, including child protection and risk assessments, are thorough and meet current requirements fully. Regular training ensures that all adults are fully up to date with how best to ensure the school is safe for all.

The curriculum is good. It has been overhauled thoroughly since the previous inspection. The curriculum for writing is mainly good and is especially good in the promotion of good-quality handwriting, spelling, punctuation and grammar. Provision for extended, imaginative and creative writing is a little less effective. The curriculum provides particularly strong support for pupils' outstanding spiritual, moral, social and cultural development. All pupils are valued, the school provides good opportunities for pupils of all abilities and backgrounds, and discrimination is not tolerated.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	**Outstanding**	**Good**	**Satisfactory**	**Inadequate**
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

26 January 2012

Dear Pupils

Inspection of Thrunscoe Primary School, Cleethorpes, DN35 8UL

Thank you for being so polite and friendly when we visited your school recently. We were very pleased to see the very sensible and grown-up way you behave around school and we liked the way you play happily together and work so hard in lessons. You told us that you feel very safe in school and that all the pupils behave exceptionally well. We were very impressed with how many of the older pupils help others at playtime.

You go to a good school. You are making good progress in your reading, writing and mathematics. The headteacher and teachers have worked hard to make sure that your lessons are as interesting as possible.

All the parents and carers we met on the second day of the inspection told us that all the adults in the school do their very best to look after you all, especially those of you who are experiencing difficulties in your lives. To make the school even better, we have asked that teachers help you develop the work you are doing in literacy and mathematics lessons in other subjects. You can help too by continuing to work hard and helping each other all you can.

We will take away many good memories of your school. Thank you again for being so helpful and courteous.

Yours sincerely

Roger Sadler
Lead Inspector (on behalf of the inspection team)

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