

# Thornton Dale C of E (VC) Primary School

Inspection report

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<b>Unique Reference Number</b>	121520
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	380259
<b>Inspection dates</b>	16–17 November 2011
<b>Reporting inspector</b>	Christopher Keeler HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	131
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Alger
<b>Headteacher</b>	Mrs Lorna Karetnyk
<b>Date of previous school inspection</b>	21 October 2008
<b>School address</b>	Castle Close Thornton Dale Pickering YO18 7TW
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## Introduction

This inspection was carried out one of Her Majesty's Inspectors and one additional inspector. Inspectors visited eight lessons and observed six teachers. They held meetings with the Chair of the Governing Body, senior leaders, the local authority Educational Development Officer, staff and pupils. They observed the school's work and looked at a range of documents, including the school improvement plan, analyses of pupils' progress, teachers' planning and pupils' work. The inspection also took into account the questionnaires completed by 55 parents and carers and those returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The rate at which pupils make progress as they move through the school.
- The relationship between the quality of teaching and progress, including the use of assessment.
- The extent to which pupils are provided with opportunities to apply literacy and numeracy skills in other subjects.
- The contribution that leaders at all levels are making in driving improvements designed to raise attainment.

## Information about the school

This is a smaller than average-sized primary school. Almost all pupils are White British and live locally. The proportion of pupils known to be eligible for free school meals is below average as is the proportion of pupils with special educational needs and/or disabilities. A number of staff has left the school since the previous inspection. The school has been awarded the Dyslexia Quality Mark and the Primary Geography Quality Mark. A new senior leadership team has been established following the appointment of a deputy headteacher in 2010. There is some childcare provision on the same site that is not managed by the governing body of the school and it did not form part of this inspection.

**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: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

Thornton Dale CE (VC) Primary School provides a satisfactory standard of education for its pupils. It is also an improving school due to good leadership that is successfully focused on improving provision. This is acknowledged by parents and carers. The quality of care, guidance and support is a strength of the school and pupils speak positively about the adults who care for and help them.

Pupils' achievement is satisfactory. Good provision in the Early Years Foundation Stage gets children off to a good start. Overall, pupils make satisfactory progress and by the time they leave Year 6 they attain standards in English and mathematics that are broadly in line with the national average. Pupils make satisfactory rather than good progress as they pass through the school because of inconsistencies in the quality of teaching. Pupils are making good progress in upper Key Stage 2 where teaching is good and often outstanding. This is because the needs of all pupils are met and expectations are high. This is not always replicated in other areas of the school where the assessment of pupils is not as effective. Therefore work is not always matched accurately to pupils' learning needs and, as a result, progress slows. However, this should not detract from the part played by the senior leadership team in bringing about improvement. Although progress overall is not yet good, it is improving strongly, albeit unevenly. The schools leaders are acutely aware of this and the rigour demonstrated in securing improvements, over the past three terms in particular, are commendable. School leaders are involved in monitoring provision to embed improvements in teaching and learning and good systems are in place to track pupils' progress. Teachers are held increasingly to account for pupils' progress. A good sense of teamwork is emerging as staff work together to raise attainment. As yet, the actions taken by senior leaders, while effective, have not yet had sufficient time to have a bearing on outcomes at the end of Key Stage 2, but the signs are promising. Improvements based on accurate self-evaluation are making a positive difference to the rate at which pupils make progress and this is why the school's capacity for sustained improvement is good.

Pupils' behaviour is good, they are keen to learn and demonstrate positive attitudes when actively engaged in their learning. The curriculum is broad and balanced and enriched by a good range of visits and extra-curricular activities that promote learning. However, there remain insufficient opportunities to apply and practise writing skills in other subjects. The school is aware of this and plans are in place to address the matter. The school gives satisfactory value for money.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Accelerate pupils' progress and raise levels of attainment further in English and mathematics by:
  - ensuring that the quality of teaching is consistently good throughout the school
  - improve the use of assessment during lessons to inform teachers' planning so that work is accurately matched to pupils' learning needs
  - provide more opportunities for pupils to practise and apply literacy and numeracy skills in other subjects.

## Outcomes for individuals and groups of pupils

3
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Pupils start school with skills and knowledge that are broadly typical for their age. An analysis of school data, a scrutiny of pupils' work and inspection evidence indicate that although pupils are now making generally better progress than in the past, it is inconsistent across year groups within both Key Stages and related directly to the quality of teaching. Improving progress, particularly in upper Key Stage 2, has yet to be realised in the end of Year 6 national tests. At Key Stage 1, standards in reading are higher than the national average and this aspect is a developing strength of the school. Pupils' progress in English is stronger than in mathematics because some pupils have gaps in their skills, knowledge and understanding in mathematics which also restrict their rate of progress. This was evident during the inspection when pupils within Key Stage 2 lacked the confidence and knowledge to weigh and compare objects accurately using standard measurements. Pupils with special educational needs and/or disabilities make satisfactory progress in relation to their starting points.

Pupils' behaviour is good during lessons and as they move about the school. They are courteous, considerate and supportive of each other. In some classes, however, a minority of pupils does not focus sufficiently on the task because of the inability of the teacher to use assessment effectively to ensure that the work set corresponds closely to the needs of pupils. Pupils say that they feel safe and enjoy school and this is very evident in the good relationships they have with all adults. Pupils say that bullying is rare and are confident that if it were to arise it would be dealt with quickly and effectively. Attendance is above average. When talking to pupils it is clear that they value and recognise the importance of physical exercise and have a good understanding of what constitutes a healthy lifestyle, including the benefits of a balanced diet. Pupils are provided with opportunities to exercise responsibility within the school such as being members of the school council, playground buddies and monitors, which they enjoy. Pupils understand and care about issues in the locality and take part in projects designed to enhance the local community. Pupils' spiritual, moral, social and cultural development is good. Satisfactory achievement reflects the

satisfactory extent to which pupils are acquiring skills that will enable them to contribute to their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

While the quality of teaching is satisfactory, there are examples of good practice. However, the quality of teaching is inconsistent, especially between year groups, and this is leading to satisfactory rather than good progress. However, monitoring undertaken by senior leaders and the local authority indicates that the quality of teaching is improving. This explains why pupils are beginning to make better progress, particularly in upper Key Stage 2, where teaching is outstanding. Good and developing practice is also evident in the Early Years Foundation Stage and within Key Stage 1. Improvements to teaching and learning are a direct result of the drive and determination by senior leaders to raise attainment. Features of good teaching include: good subject knowledge; well-planned lessons that take into account pupils' starting points through accurate assessment; high levels of engagement in their learning supported by challenging questioning designed to make pupils think; and, above all, high expectations. Where the rate of progress slows, assessment information is not used well enough to identify the next steps pupils need to take in order to make good progress. Attention is given more to the type of the activity than to its appropriateness for learning. The quality of relationships between teachers, teaching assistants and pupils is good and this enhances their sense of well-being.

The curriculum fulfils statutory requirements. It takes into account pupils' interests and provides adequate preparation for the next stage of their education. While there is an emphasis on developing numeracy and literacy skills, pupils are afforded insufficient opportunities to practise and apply these skills in other subjects. Extra-curricular activities and residential experiences provide good opportunities for pupils to achieve personal goals as well as enhancing their social and emotional development.

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

The quality of care, guidance and support is strength of the school. All adults care very much for the pupils and know them well. Pupils acknowledge this and as one pupil commented, 'I like coming to school because it's like a big family and we are looked after and we all get on'. Good support is given to those perceived by the school as being more vulnerable and strong links with external agencies ensure that their needs are met well. This has helped these pupils overcome barriers to learning and accelerated progress. Good induction and transition procedures for pupils starting and leaving school are welcomed by pupils as well as by parents and carers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher provides good leadership for all staff. She is ably supported by the deputy headteacher and together they are responsible for securing improvements to teaching and learning, over the past twelve months, which are beginning to have a positive impact on pupils' achievement. Gaps in pupils' performance are closing rapidly. School leaders are aware that further improvement is required and have a detailed school improvement plan which is based on accurate self-evaluation. Leaders at all levels share the vision of the leadership team and have a good understanding of the strengths and weaknesses of the school. Subject leaders have plans with a clear focus on raising attainment. Systems to monitor pupils' progress as they move through the school are established and used effectively to identify underachievement. Regular meetings with teaching staff take place to monitor individual progress. Senior leaders communicate high expectations to staff and are prepared to challenge inconsistent performance and this is why provision is improving. The governing body has a good understanding of the work of the school and is fully behind the headteacher in her determination to take the school forward. Members of the governing body monitor the school closely and are well placed to offer support and challenge in equal measure.

The school promotes equality of opportunity and tackles discrimination well by monitoring the difference in the progress of specific groups. It provides additional support, where necessary, thereby closing any gaps in attainment. Parents and carers are kept fully-informed about their child's progress and have access to workshops in relation to the teaching of mathematics and English which enable them to help their child at home. Well-established links with local partnerships facilitate the sharing of good practice which is a key contributor to improving the quality of teaching. The school is a cohesive community; however, links on a national and global scale are underdeveloped and as result the school is making a satisfactory contribution to community cohesion. The school is good at safeguarding the health, safety and well-being of its pupils.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The Early Years Foundation Stage is led and managed well. Great care is taken to provide a good balance of adult-led and child-initiated activities that enable children to have access to all the required areas of learning. A well-managed free-flow system results in good-quality indoor and outdoor learning taking place throughout the day. Children are confident in exploring and developing their own ideas. In one activity, children were developing their imagination and language when enthusiastically describing an encounter with aliens together with superpowers, which was an extension of a story they had listened to earlier. This type of experience motivates and inspires children and this is why they find learning fun. Adults play an important part in the manner in which they intervene to promote learning by asking questions designed to enhance understanding. Adults take care to observe children when partaking in activities in order to assess understanding and use the information to provide a correct level of challenge. Children make good progress in learning the sounds that letters make and this is taught effectively in discrete sessions as well during ongoing activities. Children get on well with each other and enjoy trusting relationships with staff who demonstrate high standards of care. By the time children enter Key Stage 1 they are well-placed to meet the challenges of the National Curriculum.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

## Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire is happy with their child’s experience at school. They are particularly pleased with the leadership and management of the school, quality of teaching, progress, the extent



to which the school helps them support their child's learning and how they are kept informed about their child's progress. All parents and carers who responded thought that the school keeps their children safe. A feature of the comments received was an acknowledgement that provision is steadily improving.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Thornton Dale CofE (VC) Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 55 completed questionnaires by the end of the on-site inspection. In total, there are 131 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	51	23	42	1	2	0	0
The school keeps my child safe	36	65	19	35	0	0	0	0
The school informs me about my child's progress	29	53	22	40	2	4	1	2
My child is making enough progress at this school	22	40	27	49	4	7	1	2
The teaching is good at this school	24	44	28	51	1	2	0	0
The school helps me to support my child's learning	27	49	24	44	1	2	2	4
The school helps my child to have a healthy lifestyle	28	51	23	42	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	42	25	45	2	4	2	4
The school meets my child's particular needs	25	45	24	44	4	7	0	0
The school deals effectively with unacceptable behaviour	20	36	25	45	2	4	2	4
The school takes account of my suggestions and concerns	22	40	27	49	2	4	4	7
The school is led and managed effectively	31	56	16	29	2	4	3	5
Overall, I am happy with my child's experience at this school	31	56	20	36	4	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



18 November 2011

Dear Pupils

**Inspection of Thornton Dale C of E (VC) Primary School, Pickering, YO18 7TW**

Thank you for making us so welcome when we inspected your school recently. We enjoyed talking to you and watching you at play and during lessons. I would like to express a special 'thank you' to the pupils who gave up their time during lunchtime to share their views of the school with me. I was very impressed with how polite and thoughtful you were.

I am writing to tell you what we found out. Thornton Dale CE (VC) Primary school is a satisfactory school. It is led well by the headteacher who receives good support from her deputy headteacher. Together, they and your teachers are working hard to make your school a good school. They are correct in wanting to make sure that you all receive good lessons that are interesting and help you progress. You behave well during lessons and when moving around the school. Most importantly you are looked after by all adults well and, as a result, you feel safe.

In order to make your school better I have asked the headteacher and staff to ensure that you make faster progress and attain higher standards in English and mathematics by:

- making sure that all teaching is at least good
- giving you work that challenges you all to do your best
- providing more opportunities for you to practise and apply literacy and numeracy skills in other subjects.

I wish you the very best for the future.

Yours sincerely

Christopher Keeler  
Her Majesty's Inspector

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