

Thorngumbald Primary School

Inspection report

Unique Reference Number	135077
Local authority	East Riding of Yorkshire
Inspection number	381800
Inspection dates	27–28 March 2012
Lead inspector	Alan Lemon

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Linda Sharp
Headteacher	Julie Ellis
Date of previous school inspection	16 October 2008
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Introduction

Inspection team

Alan Lemon
Lynne Davies

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 17 lessons involving 10 teachers. Meetings were held with pupils, staff and representatives of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at a range of school documentation including important school policies, including those for safeguarding pupils, the school's self-evaluation of its work and data on pupils' performance. Inspectors scrutinised 65 questionnaires completed by parents and carers along with 124 pupils' questionnaires.

Information about the school

This is an average size primary school. Almost all pupils are of White British heritage and the proportion known to be eligible for free school meals is low. The proportion of disabled pupils and those with special educational needs is below average. The school meets the government's current floor standard, which sets the minimum expectations for students' attainment and progress. The school has Healthy School status, the Activemark and the Investors in People Silver award.

Except for Year 5 and Year 6, pupils are arranged in mixed-age classes. These comprise two classes for Reception Year and Year 1 and two classes each combining Year 1 and Year 2. Pupils in Year 3 and Year 4 are taught in mixed-age classes for literacy and mathematics.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- This is a satisfactory school. It is a popular choice for parents and carers whose views of the school are largely very positive. The school values pupils and endeavours to meet their needs. It promotes their spiritual, moral, social and cultural development effectively. The school is not good because there are some inconsistencies in teaching and in leadership and management.
- Pupils' learning and progress are satisfactory and attainment in English and mathematics is broadly average. When taught well, pupils enjoy lessons, their work is challenging and they make good progress. These are not consistent features in all lessons.
- Effective approaches to teaching are being adopted increasingly and these are improving pupils' engagement and interest in lessons. Where teaching is good pupils' work is well planned to meet their needs. Shortcomings in lesson planning mean that sometimes pupils are not given challenging objectives and their work is not matched closely to their abilities nor always marked in ways that would help them to improve.
- Pupils' behaviour is satisfactory overall, and often good. Occasionally, in lessons when the pace and challenge of work is low, pupils lose interest, do not sustain their effort with the work and get distracted by incidental conversations.
- Leadership and management are satisfactory. The school has passed some of the milestones on the way to the school becoming a good school. The headteacher is building a cohesive and increasingly effective team of staff and beginning to develop their leadership roles and skills. They understand most of what is required to strengthen teaching and leadership. Improvement planning and professional development are sharply focused on moving the school forward in respect of both issues. Leaders' monitoring and evaluation are in

some respects not rigorous enough to tackle the inconsistencies in teaching entirely effectively.

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?

- Ensure that teaching is consistently good or better by ensuring that:
 - the effective use of assessment provides pupils with challenging work matched closely to their different abilities
 - in teachers' marking of their work pupils are given accurate evaluations of their achievement and clear advice on how to improve and progress to the next level
 - high expectations for good behaviour are always made clear to pupils and are implemented effectively.

- Strengthen monitoring and evaluation to ensure that the factors in teaching that are hindering rapid improvement are rigorously identified and remedied.

Main Report

Achievement of pupils

Children coming into the Reception Year have overall skills that are broadly in line with expectations for their age. They grow in confidence, engage in learning and communicate well with each other and with adults. Attainment by the end of Year 2 and Year 6 has, over time, been broadly average and most pupils have broadly average reading skills by this point. However, in 2011, Year 6 attainment was well above average in English and mathematics; attainment in reading was above average and higher-attaining pupils' reading was well above average. This strong performance reflects the higher prior attainment profile of this group and also the drive currently under way to raise achievement.

The very large majority of parents and carers who responded to the questionnaire believe their children make good progress. Inspectors judge, however, that pupils' progress is satisfactory overall because the quality of teaching and learning. While improving, it teaching is too variable for all pupils to make consistently good progress and move ahead of their peers. It is this inconsistency that renders achievement satisfactory rather than good.

When teaching is good pupils are excited by, and enjoy, their work. In one third of lessons seen pupils were willing contributors, confidently reading aloud or discussing their views and ideas at length. A Year 6 mathematics lesson got off to a very brisk start, engaging pupils in lots of dialogue, and an impressive level of discussion ensued with each other. As a result, they quickly clarified effective methods to tackle written problems, making the correct links to reach a solution and achieve success.

Good attitudes to learning are apparent in most lessons. Very occasionally a few pupils become disengaged because the demands being made of them are either too high or too low. For example, in a class containing Years 1 and 2 pupils, some did not have the calculation skills needed to tackle their mathematical problems which meant they lost interest and this affected their behaviour.

Usually particular groups of pupils, such as the less-able or those with special educational needs are well supported and make the same progress as the rest of the class. Occasionally, because the planning of pupil support is not thorough, work is not adapted according to their needs and their progress slows. For example, most pupils in one lesson were able to make good use of objects to learn about multiplication by counting lots of three. However, two pupils with special educational needs were allowed to spend too much time playing with the objects rather than being encouraged to learn to count with them.

Quality of teaching

The determination on the part of leaders to improve teaching results in all teachers giving consideration to how their lessons promote learning and build on what pupils know, understand and can do. The work of improving teaching is not complete: the skill with which teachers implement agreed approaches to learning vary in effectiveness between classes and also between different parts of lessons. In their questionnaires, the large majority of parents and carers say their children are well-taught, whereas inspection evidence points to the quality of teaching being satisfactory overall.

The good relationships with adults reinforce pupils' self-confidence. Pupils like their teachers and enjoy nearly all of their lessons. The curriculum provides a broad range of work and activities which interest and engage pupils and widen their outlook on the world. This promotes pupils' spiritual, moral, social and cultural development well and they gain a positive experience of school. School assemblies encourage pupils to reflect on their own and others' lives and experiences, particularly the plight of those caught up in war zones, and those experiencing poverty and famine.

Good teaching, which occurs across the school, derives its effectiveness from careful, comprehensive planning followed through in detailed marking of pupils' work. In good lessons, teachers set clear objectives for what pupils will learn and challenging work is provided for pupils of all abilities. Year 2 pupils made good progress learning the spelling rules when words change from singular to plural or present to past tense. Great care was taken to explain and illustrate rules in a lively, well-paced exchange with pupils. The teacher busily checked each pupil's spelling and immediately dealt with any misconceptions to move pupils on quickly.

In lessons that are no better than satisfactory, teachers occasionally do not think through in sufficient detail how the lesson will promote learning. The demands of planning for mixed-year groups and the wide range of ability they contain are sometimes not met effectively. Assessment data are not used sufficiently well to ensure that planning is sharply focused on pupils' needs and abilities. In one lesson, a well-planned exercise in multiplication and division overseen by the teacher meant that the small group of pupils taking part learned new skills. The remainder of pupils,

who were the majority, filled the time completing an undemanding worksheet which most found tedious. Some marking is cursory and insufficiently informs pupils about how well they have done and how they can improve their work.

Behaviour and safety of pupils

Attendance is high. Pupils' attitudes to school and their generally sensible behaviour contribute to the school's settled, purposeful environment and to the safety of all pupils. In personal, social and health education, pupils learn about the sorts of risk they may encounter, ranging from keeping safe on the road to the caution required when using the Internet. The behaviour observed around school, the record of behaviour over time and what pupils have said about behaviour in general point clearly to there being very little bullying in any of its forms. Pupils acknowledge that there are a few whose behaviour is not as good as most. If this ever causes them concern, they are confident in raising this and know it will be dealt with quickly and effectively by staff. Pupils' views and those of their parents and carers, accurately reflect the fact that pupils feel safe and enjoy school.

The expectations for good behaviour and the management of behaviour in lessons are inconsistent. This gives rise to a few pupils not concentrating well nor sustaining effort with their work.

Leadership and management

The impact of leaders and managers on improving pupils' achievement and the quality of teaching has been satisfactory. The improvements already made, through the headteacher's ambition and determination, demonstrate that there is the capacity to move forward on raising achievement and strengthening teaching further. The school's improvement priorities rightly focus on pupils' progress, teaching and leadership. The headteacher is extending staff into leadership roles and a cohesive team of leaders is emerging. Teachers are benefiting from training and seeing good practice modelled. The recently appointed deputy headteacher gives clear direction to improving provision for disabled pupils and those with special educational needs. The governing body, which is well equipped with expertise, insight and up-to-date information about the school's performance, support and challenge effectively. Together with leaders they maintain the high morale of staff in driving improvement.

Since the previous inspection good progress has been made on tackling weaknesses in writing. Satisfactory progress has been made on matching work to pupils' abilities and on monitoring the work of the school. The curriculum is broad and balanced and meets pupils' needs satisfactorily. A strength is that it reflects the leaders' aims that pupils enjoy school, stay safe and have the opportunity to develop as well-rounded individuals. Good attention is paid to promoting spiritual, moral, social and cultural development. The arrangements for safeguarding pupils meet requirements.

There has been some improvement to the monitoring and evaluation of the school's work resulting from the development of leadership. However, monitoring and evaluation are still not comprehensive and rigorous enough in identifying inconsistencies in teaching or in allowing leaders the scope to evaluate the impact of initiatives to improve teaching.

The headteacher's tracking of pupils' progress is sharply focused on the performance of individuals and groups. Teachers scrutinise and discuss this information with the headteacher and most use it effectively in their planning. Current data indicate that the impact on the challenging targets set for teachers is positive. Rapid action is taken should any underachievement be identified and this ensures that all pupils have equal opportunity to achieve well. Discrimination is not tolerated in this school.

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	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 up 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.



29 March 2012

Dear Pupils

Inspection of Thorngumbald Primary School, Thorngumbald, HU12 9QQ

Thank you for your very warm welcome when we visited your school, and many thanks also to the pupils who agreed to inspectors hearing them read and the group who talked to an inspector about their work and their views of the school.

Your school is a satisfactory one and these are some of its key features.

- While many of you believe you learn lots in lessons, your progress is satisfactory. Your attainment in English and mathematics is similar to that of most pupils in primary schools.
- You have said you enjoy lessons and like your teachers and think teaching is good. Inspectors found teaching was satisfactory because some lessons did not provide you with challenging work and your work is not always marked in ways that help you improve.
- Inspectors found behaviour to be satisfactory even though most of you believe it is good. A few of you said that sometimes behaviour is not good and inspectors saw examples of this in a few lessons.
- The headteacher is improving the school and is determined your achievement will be better than that in most primary schools. There are signs this is beginning to happen.

We have asked the headteacher to make sure all teachers plan challenging work for you to do and also make sure there are always high expectations for good behaviour in lessons. We have also asked for a closer check to be kept on whether the improvements in lessons the headteacher is seeking are successful.

You make a good contribution to the success of your school, and you can continue doing so by working hard. I wish you all the very best for the future.

Yours sincerely

Alan Lemon
Lead inspector

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