

Thoresby Primary School

Inspection report

Unique Reference Number	117822
Local authority	Kingston upon Hull City of
Inspection number	379478
Inspection dates	18–19 April 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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	409
Appropriate authority	The governing body
Chair	Kris Dawson
Headteacher	Melissa Milner
Date of previous school inspection	25 February 2008
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Age group	3–11
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Introduction

Inspection team

Alan Lemon
David Matthews
Huda Aslam

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Twenty-one lessons were observed involving 13 teachers. Inspectors held meetings with groups of pupils, members of the governing body and staff. They observed the school's work, and looked at important school documents including those relating to safeguarding pupils, self-evaluation as well as assessments and data on pupils' performance. One hundred and six questionnaires completed by parents and carers were scrutinised along with questionnaires completed by staff and pupils.

Information about the school

The school is much larger than the average-sized primary school. The number of pupils known to be eligible for free school meals is above average. The percentage of pupils of minority ethnic heritage is well above average. For the very large majority of these pupils English is an additional language. In total they speak 24 different languages and most start school at a very early stage of learning to speak English. An above average number of pupils enter or leave the school other than at the usual time. The proportion of pupils supported by school action plus and pupils with a statement of special educational needs is broadly average. The school meets the current floor standard, which set the minimum expectations for pupils' attainment and progress.

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	2
Leadership and management	2

Key Findings

- This is a good school. It is not yet outstanding because teacher's high expectations and effective engagement of pupils in learning, found in most parts of the school, are not established consistently in the Early Years Foundation Stage. Progress in this stage is satisfactory and the brisk start in nursery is not fully extended. Overall progress in the school is good.
- Pupils' achievement is good. Often from low starting points, pupils reach the end of Year 6 with broadly average attainment in reading, writing and mathematics and leave school well prepared for secondary school. Good support for disabled pupils, those with special educational needs and those for whom English is an additional language ensures gaps are narrowed significantly between their performance and that of other pupils.
- The leadership of teaching and the commitment to having the best teaching, which is continually improving, means most teaching matches the school's aim of ensuring pupils learn as well as they can. Although there are aspects of good teaching in the Early Years Foundation Stage it is not consistent and the older children are not always well engaged in learning. Otherwise, good lesson planning, lively challenging teaching, build systematically on pupils' knowledge, skills and understanding. Refinements to teaching strategies and assessment particularly in mathematics have added strength to the quality of pupils' learning.
- Pupils' behaviour is good and well managed overall but the high expectations found in most parts of the school are not as evident in some classes in the Early Years Foundation Stage. Adults' good relationships with pupils have established a safe, calm, welcoming atmosphere in school and pupils have good attitudes to learning. Pupils from different religious and ethnic backgrounds get on well with each other.

- Leadership is effectively shared by a cohesive team of staff which manages efficiently the school's performance. Staff have established high expectations and challenging aims. They work within a well-developed culture of high performance and ambitious targets and are effectively building on the school's success.

What does the school need to do to improve further?

- Improve the progress in the Early Years Foundation Stage and ensure consistency in teaching between the classes by:
 - ensuring teachers and their assistants plan sharply focused support for children and work with them during their activities to extend skills for thinking, speaking, listening and counting
 - raising teachers' expectations of children's social skills to make sure that in all of their activities children behave well and develop good attitudes to learning.

Main Report

Achievement of pupils

Almost all parents and carers agree their children make good progress which is confirmed by inspection findings. The majority of children enter the Nursery Year well below the level expected in their development and make satisfactory progress during their time in the Early Years Foundation Stage. Progress is rapid in the nursery as children benefit from good provision to play and work together. They gain considerably from adults taking every opportunity to promote personal development, communication, literacy and numeracy. These early skills are not always built on successfully in the Reception classes and progress slows to satisfactory. Children are not as well engaged by adults in learning as in Nursery Year. Some children find it hard to adapt to classroom discipline when literacy and numeracy are taught, becoming inattentive and distracting others.

In Key Stages 1 and 2, the great majority of pupils feel they learn lots in lessons. Good teaching ensures they are often well engaged in learning and challenged by their work. In lessons seen, learning and progress were good and especially strong in mathematics which has benefited significantly from improvements. This has strengthened learning and pupils point to mathematics as being one of their most enjoyable and rewarding subjects. They are excited by the pace and challenge of the work and they tackle calculation and problem-solving with confidence, enthusiasm and skill. In a short test, most in a class of Year 3 pupils demonstrated they know at least half of the times tables up to 12 times and a significant minority knew all of them. Similar enthusiasm and enjoyment is found in English lessons and the programme of topics pupils explore through several subjects stimulates interest, creates relevance and enlivens learning. Pupils' positive attitude to learning is helped also by teachers consulting them on the choice of topic to pursue in lessons. Year 4 pupils made good progress in understanding report writing using their Ancient Greek

topic and the tale of Odysseus and the Cyclops as the basis of a report on events in the story.

Although pupils make good progress in Key Stage 1, their attainment in reading, writing and mathematics is below average by the end of Year 2. Nevertheless, the gap is closing as pupils become more confident in applying basic skills to their work. Pupils, especially those new to speaking English, enjoy reading and gain confidence through positive encouragement and the many opportunities to read in class, in small groups and individually. As this confidence increases, progress is good and accelerates throughout Key Stage 2. Attainment by the end of Year 6 in English and mathematics rises to broadly average. Pupils have increased their reading skills and confidently tackle new more difficult words and attainment in reading by the end of Year 6 is average.

Rigorous tracking of progress leads to rapid interventions. This keeps all pupils on track towards challenging targets and ensures the momentum of progress is maintained. This has meant there is only a negligible gap between the majority of pupils and those known to be eligible for free school meals, those for whom English is an additional language, pupils with a disability and those with special educational needs. These groups of pupils make good progress and attainment is often broadly average and most are ahead of similar groups in other schools. Parents and carers whose children have special educational needs have commented very positively about the school's provision and its impact on their children's progress.

Quality of teaching

Teachers and their assistants know pupils well through good relationships and accurate assessment. This is particularly the case for disabled pupils and those with special educational needs leading to a sharp focus on the amount and types of support they need to maintain a good rate of progress. Strong links with outside agencies ensures these pupils receive expert support. Almost all parents and carers in their questionnaires rightly agree teaching is good. Pupils feel valued, approach work with confidence and help each other to learn. Teachers' effective use of assessment means pupils' work and targets are challenging. Pupils who have not learnt a skill during a lesson are often assured of the opportunity soon to revisit and accomplish it before moving on. This was observed when a small group of pupils who had not mastered subtraction the day before, came out of class with a teaching assistant and worked with good effect and acquired the skill. The teaching of small groups and individual pupils, particularly disabled pupils, those with special educational needs and those for whom English is an additional language, is highly developed. Every available space outside classrooms is utilised all day by a large team of well-qualified adults providing additional opportunities for pupils to improve their language, reading and calculation skills. This provision is significant in eliminating gaps in learning and in making pupils effective learners.

Teachers' expertise and confidence with subject matter means lessons have clear objectives and are sharply focused. Professional development in general, and that linked to establishing the school's mathematics programme in particular, promotes good learning. In Year 6, calculating percentages was extremely well illustrated and explained, getting pupils actively engaged in the discussion of problems and in

mental calculation. Across the school in most lessons, teaching is lively and fast paced, providing an interesting variety of work for pupils which consolidates prior learning and moves them securely to the next step. Teachers promote pupils' social development well through high expectations for behaviour and attitudes to learning. Where teaching is less effective the line of questioning is not linked securely to the lesson objective and, as was observed in one lesson, pupils' understanding of calculating perimeter was not carefully checked. This led to some being confused about how to do this. In the Early Years Foundation Stage good teaching was seen in the nursery where adults worked closely alongside children leading them to make good progress in communication and social skills. Teaching was less effective in the Reception classes as teaching did not always make good use of the opportunities during activities to promote children's skills for thinking, speaking and listening and social skills. While most teachers manage behaviour effectively this is not consistent across the Early Years Foundation Stage.

Behaviour and safety of pupils

The large majority of pupils believe behaviour is good and most parents and carers agree this is typical for this school. Inspection evidence confirms their views. Behaviour is good in lessons and around school. Exclusions seldom occur and attendance is rising and is average. Some pupils, parents and carers acknowledge there are incidents of bullying. These are minimal, mostly verbal in nature and on very rare occasions are racist. This is not tolerated and pupils learn to live together in harmony, respecting and appreciating cultural and religious differences. Pupils and their parents and carers know bullying in whatever form is unacceptable and report incidents. While a very few parents and carers feel more could be done, inspectors found that staff were robust in their response to bullying and dealt swiftly with incidents.

The school includes several pupils, younger pupils in particular, who have difficulty in sustaining good behaviour. In most cases their behaviour is managed successfully and improves over time through a well-established system of rewards and sanctions. Pupils are actively engaged in discussing and deciding their code of conduct which helps them to manage their own behaviour. Moreover, pupils are given opportunities to put things right when they go wrong and this is instrumental in them learning about the consequences of their actions and the value of fairness, respect and responsibility. Learning in lessons is rarely disturbed except in some classes in the Early Years Foundation Stage, where management of behaviour is not always firm enough.

Leadership and management

The staff and governing body work with a common sense of purpose to improve pupils' achievement. School improvement is continually accomplished through comprehensive, self-critical evaluation. The school's provision and pupils' performance are monitored rigorously in a cohesive team effort. Actions are targeted to raising attainment and success is clear in, for example, higher attainment in mathematics. Teaching is sharply focused on pupils' progress. Effective monitoring ensures weaker elements are addressed through professional development. This has a direct relevance to their work and links coherently with teachers' performance

management and their contribution to improvement planning. Senior leaders and several teachers take a lead in supporting improvement in other schools. Attainment is steadily rising as is clearly seen in the success in implementing the new approach to teaching mathematics. This is underpinned by strong commitment across the school to ongoing improvement in all areas.

The curriculum is a clear expression of leaders' aims to provide enjoyable, relevant work. In its breadth, the curriculum provides the challenges promoting academic achievement and the experiences that contribute well to pupils' spiritual, moral, social and cultural development. In its planning, it has the flexibility to meet the wide range of pupils' needs. As a result, the school has established a record of pupils being well prepared for the next stage of their education when they leave. Leaders tackle effectively the challenges of low attainment, pupils new to the English language, with a disability and with special educational needs, bringing their performance closely in line with that of other pupils. They have made the school a cohesive, multicultural community which does not tolerate discrimination and they promote equality with considerable success. The arrangements for safeguarding pupils meet requirements and are kept under close scrutiny by senior leaders and the governing body. Leaders and the governing body actively engage parents and carers in their children's learning. Effective interventions with parents and carers whose children's attendance is low have produced improvements.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.



20 April 2012

Dear Pupils

Inspection of Thoresby Primary School, Kingston-upon-Hull HU5 3RG

Thank you for your very warm welcome during our visit. Many thanks also to the pupils who met with us and those who agreed to read to us.

Your school is a good school. These are some of the strong features we found out.

- You achieve well in reading, writing and mathematics and by the end of Year 6 you reach the level expected for your age.
- Teaching is good and lively, challenging lessons help you to make good progress. This is not always so in all classes in the Early Years Foundation Stage. You enjoy your work and mathematics is a popular subject.
- Pupils who join the school from other parts of the world and are learning English are well supported and make rapid progress in lessons.
- Your school is safe and welcoming and this is helped greatly by your good behaviour. However, not all children in the Early Years Foundation Stage develop good attitudes to learning and behave well.
- The headteacher and staff work hard and succeed in making your school a successful school. You have told us how much you like it and so have your parents and carers.

I have asked the headteacher to ensure all teaching in the Early Years Foundation Stage is good and to make sure that all teachers there insist children behave well.

You can all help further the school's success by good attendance and by continuing to be as helpful as possible every day to staff and each other. I wish you all the very best for the future.

Yours sincerely

Alan Lemon
Lead inspector

