

Thrybergh Fullerton CofE VA Primary School

Inspection report

Unique Reference Number	106933
Local authority	Rotherham
Inspection number	395414
Inspection dates	28–29 June 2012
Lead inspector	Jane Hughes

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair	Keith Hanson
Executive Headteacher	Mark Wheeler
Head of School	Claire Garbutt
Date of previous school inspection	28 November 2008
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Introduction

Inspection team

Jane Hughes

Additional inspector

This inspection was carried out with two days' notice. The inspector observed the teaching of five teachers in nine lessons or part-lessons, of which two were joint observations with senior leaders. Meetings were held with pupils, the Chair and other members of the Governing Body and school staff, including senior and middle managers. The inspector observed the school's work and looked at a number of documents, including the school improvement plan, safeguarding and child protection policies, attainment data and assessment information. She listened to pupils read and looked at pupils' work. The inspector analysed questionnaire responses from 34 parents and carers and those completed by pupils.

Information about the school

This school is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is smaller than average. Almost all pupils are of White British heritage. The proportion of pupils supported by School Action Plus or with a statement of special educational needs is almost double the average. The school meets the current floor standard which sets the minimum standards expected by the government for attainment and progress. The school has achieved the Activemark, the Warwick award for Enterprise and also has Healthy School status. The school is part of the Teaching School Alliance for Rotherham.

The school has recently established a formal collaboration with Dalton Trinity Croft Church of England Primary School. The headteacher of Thrybergh Fullerton is the executive headteacher for both schools. Each school has a separate head of school and governing body. Both provide representation on a collaborative governing body committee. There have been significant periods of legitimate absence for almost half the teaching staff in the last 12 months.

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

Key Findings

- This is an outstanding school. Leaders, teaching staff and the governing body maintain the highest aspirations for pupils. Expectations have remained high over many years in a relentless drive for continuous improvement. As a result, the school, its staff and its pupils are held in the strongest regard by parents, carers, and the local community.
- All groups of pupils, including disabled children and those with special educational needs, learn and achieve outstandingly well overall in English and mathematics. Although rising, the proportion of pupils reaching the higher levels in writing is still too small. Pupils mature well and are very well-equipped for the next stage of their education. Children in the Early Years Foundation Stage make excellent progress.
- Outstanding teaching enthuses pupils. Meticulous planning by staff ensures that pupils are challenged daily through experiences that are highly relevant to their individual needs. Senior staff lead and monitor teaching and learning assiduously and set the highest standards for all. Afternoon nurture arrangements in a small group for pupils whose circumstances make them most vulnerable are first class.
- Behaviour and safety are outstanding. Pupils respond very well to the trust and challenge set by adults. They carefully follow the rules. Attitudes to learning are excellent. Pupils collaborate effortlessly and thoroughly enjoy school. Relationships are high quality and mutual respect abounds. Pupils are fully aware of how to stay safe.
- Leaders and managers set the highest standards for quality and performance for pupils and staff. Senior leaders and the governing body manage performance to a high level and with quiet determination they inspire complete loyalty and impressive team work. The outstandingly rich curriculum promotes pupils' excellent spiritual, moral, social and cultural development. Parents and carers typically refer to Thrybergh Fullerton as 'A gem of a school. As parents we couldn't be happier.'

What does the school need to do to improve further?

- Further increase the proportion of pupils who reach higher levels in writing.

Main Report

Achievement of pupils

Pupils achieve exceptionally well. Disabled pupils and those with special educational needs achieve equally well because they experience the highest-quality guidance and support. The pupils whose circumstances make them most vulnerable attend specific nurture sessions. These help them to develop key learning skills and respond particularly well to the wide variety of activities on offer during the year. For instance, they sew national flags to represent European football teams, complete a range of well-executed pop art, and design and make Olympic mascots, paying close attention to detail. Despite having varying degrees of social skills, they all follow the rules well, take turns and talk animatedly about their work during the year.

The large majority of children joins Reception with skills that are generally well below those expected for their age. In recent years, their rates of progress have accelerated so that by 2012, the proportion of children reaching a good level of development was higher than the average for previous years. Increasingly, children are making close to two years' progress in one year. Children plan and execute their ideas with confidence. For instance, they sketched designs for Olympic medals and translated these successfully into clay models, complete with images of horses jumping and flaming torches. Attainment in reading is generally broadly average by the end of Year 2 and well above average by the time they leave school. Pupils continue to make better than expected progress through Years 1 to 6, so that by the time they leave school their skills are usually above average in English and mathematics by at least one term and sometimes by as much as three. Relatively small cohort numbers mean that results fluctuate from year to year, but fewer pupils reach higher levels in writing than in reading and mathematics.

Pupils embrace 'wake-up work' each morning, where family members work alongside pupils to support their learning. Pupils are ready to learn at the start of each lesson. They are highly adept at problem-solving and regularly evaluate their performance in lessons. For example, pupils in Years 5 and 6 completed a piece of written work in English. Working with a partner, they then checked each other's writing against the criteria for each level, reached mutual decisions about how well each had done and then decided individually how to 'up-level' this work. This led to a more sophisticated level of work by the end of the session. Pupils worked with maturity and showed sensitivity as they highlighted strengths and aspects to develop in each piece of work.

Every parent and carer who returned the inspection questionnaire or who spoke to the inspector confirmed that their children make good progress. Inspection evidence shows that their progress is outstanding.

Quality of teaching

Adults are excellent role models for pupils. They promote the joy of learning in every lesson and enthusiasm runs high. Their strong subject knowledge and incisive delivery mean that all pupils, including disabled pupils and those with special educational needs, are immediately engaged in learning. A rich vein of humour characterises the teaching and this endears staff to the pupils who usually hang on their every word. Work is very well-matched to individual needs because staff maintain impressive assessment records of each pupil's progress. These, as well as staff discussions and the headteacher's conversations with individual pupils, feed into teachers' planning and ensure that activities exactly match pupils' needs. Pupils are encouraged to question and not to take information at face value. As a result, they leave the school with keenly-developed skills of investigation and problem-solving.

Teachers' outstanding skills instil confidence in pupils. For example, in an information and communication technology (ICT) activity, pupils in Years 1 and 2 worked animatedly and independently in pairs and small groups to research London landmarks, print off information and images and then design a map for their 'beebots' to use.

All parents and carers who expressed a view say that their children are taught extremely well.

Behaviour and safety of pupils

Pupils have highly positive attitudes to learning. They embrace lessons because they are full of humour and engaging activities that develop their independence. They relish such purposeful activity. The pupil voice is heard clearly through class discussion and school council meetings as pupils keenly share their views on how to improve aspects of school life.

Behaviour is exemplary. Adults manage pupils' behaviour and expectations to a consistently high level, regardless of age, ability or individual need and pupils respond with great maturity. They listen attentively to teachers' introductions and explanations in lessons. As a result, they are always ready to learn and make the very best use of their time. Pupils show automatic courtesy to others. They are highly respectful of each other's needs and are totally accepting of differences between people and cultures. There is no bullying, name-calling or racism and pupils develop a strong awareness of different types of bullying. Pupils confirm that everyone is friendly. Pupils who attend the nurture group confirm that their experiences there have been highly advantageous, both academically and personally. In their evaluations, they record, 'Nurture showed me how to work well with others', 'it's made me be better with my behaviour' and, 'it's helped me make friends. Before I had no friends in school and now I do.'

Pupils know very well how to keep themselves safe and learn to recognise potential hazards both in and out of school. Older pupils appreciate opportunities such as trips to 'Crucial Crew' to learn more about how to stay safe and live healthy lives. All pupils know to talk to an adult if they have any worries.

Attendance is above average and the school promotes the benefits of regular attendance effectively.

Parents and carers responding to the inspection questionnaire confirm unanimously that their children feel safe in school and that the school takes good care of them. They also confirm that behaviour is of a good standard. Inspection evidence confirms that pupils' behaviour and safety are typically outstanding over time.

Leadership and management

The executive headteacher unites the whole senior leadership team to provide leadership of the highest quality. His relentless determination to move the school forward continually, despite temporary but long-term staffing difficulties, has meant that the strengths identified at the previous inspection have consolidated and staff have explored new ways in which to promote outstanding outcomes for all pupils. Parents and carers agree that the leadership is highly effective. Staff recognise that the leadership encourages all staff to develop their skills through multiple professional development opportunities. The monitoring of teaching and learning is detailed, regular and provides high-quality feedback for staff to help them improve their already skilful practice. The school meets fully the requirements with regard to safeguarding.

There is rigorous management of staff performance linked to the school's strategic planning. The governing body has an excellent understanding of the school's strengths and priorities for development. It provides first class challenge to, and support for, the school. Pupils' continued excellent achievement, the highest quality curriculum, relentlessly ambitious leadership, management and governance as well as highly-effective partnership work combine to illustrate the school's outstanding capacity for further improvement.

This outward-looking school collaborates closely with local schools, colleges and organisations. The school is highly inclusive in terms of daily practice and equality of opportunity. Discriminatory practice is not tolerated. The school closely interrogates the performance of individuals and groups so that any emerging gaps in achievement are speedily identified and addressed.

The stimulating curriculum provides pupils with rich and memorable experiences. These often centre around enterprise opportunities that enable pupils to develop a wide range of basic skills useful for future success and link seamlessly to the excellent promotion of pupils' spiritual, moral, social and cultural awareness. For instance, pupils developed a World War 2 museum, made gas masks and poppies and charged an entrance fee to raise funds. The school works side by side with the local church to add another valuable dimension to pupils' lives.

The school communicates very well with parents and carers and involves them as much as possible in the school's life and work. Parents and carers typically sum up the school with comments such as, 'This school has brought out the best in my child.'

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 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.
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.



2 July 2012

Dear Pupils

Inspection of Thrybergh Fullerton C of E VA Primary School, Rotherham, S65 4BL

Thank you for your warm and friendly welcome when I inspected your school. It was a pleasure to talk with so many of you and to share in your celebration assembly. A special 'thank you' to the pupils who read to me – I enjoyed this very much.

Thrybergh Fullerton is an outstanding school. This is because all the adults have worked especially hard to make sure that you make excellent progress in your learning. This means that your attainment is usually above average by the time you leave the school. Those of you who need a bit of additional support make as much progress as that of other pupils and told me that they really enjoy all the extra help and support they receive. I saw this for myself in some of the nurture group sessions. You all told me how much you enjoy the enterprise activities that crop up all the time in the exciting curriculum in school. These are helping to prepare you all particularly well for future success as they help you to solve problems and to link lots of different parts of your learning together. You, along with your parents and carers, told me that you feel safe in school and that everyone takes good care of each other.

All the teachers and support staff expect a great deal of you and you do not disappoint. You behave beautifully, work hard and show kindness and respect to everyone.

One reason for my visit was to see how your school could improve. I have asked your headteacher, head of school and all the other adults to continue to help even more of you to reach higher standards in your writing. You can help by always trying your best and checking your work carefully when you have finished.

Carry on working hard and enjoying every minute you spend in your superb school.

Yours sincerely

Jane Hughes
Lead inspector

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