

Thorngumbald Primary School

Plumtree Road, Thorngumbald, HU12 9QQ,

Inspection dates 14–15 January 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Based on their starting points, pupils' achievement is good. They make good progress as they move through the school. By the end of Year 6, most pupils reach standards that are above average in English and mathematics.
- Over recent years, standards have risen across the school and progress of pupils currently at the school is good.
- Teaching over time is good and some outstanding.
- Since the previous inspection, closer tracking of pupils' attainment and progress has helped the school make sure that the gaps between pupils have closed.
- Pupils behave well and say they feel safe and cared for well.
- The headteacher has been relentless in her drive to improve the school and raise the expectations of staff, pupils and parents.
- Her excellent leadership has inspired all teachers to put changes in place, which have significantly improved teaching and speeded up pupils' achievement.
- Governors are knowledgeable about the school because they regularly check on how well the school is doing. They are, therefore, able to provide a good balance of support and challenge.
- Attendance rates have been above average for many years.

It is not yet an outstanding school because

- Despite significant strengths in teaching, a few weaknesses in some lessons prevent teaching from being outstanding overall, and pupils' progress from being consistently rapid.
- Pupils' attainment by the age of seven has fluctuated in recent years, although it is now improving significantly.
- Subject leaders' skills have not yet been fully developed to support improvements in teaching.

Information about this inspection

- Inspectors observed teaching in 16 lessons in all the school’s classes. Two of these observations were conducted jointly with the headteacher. Inspectors also observed the headteacher reporting back to teachers on their findings regarding the quality of learning and pupils’ achievement in lessons.
- A wide range of school documentation was considered. This included information relating to attainment and progress of pupils, the performance of staff, records of lesson observations, the school’s website, the school’s plans to improve, its view of its own performance , local authority reports, behaviour records, attendance data and safeguarding information.
- The inspectors had meetings with staff, groups of pupils, the Chair of the Governing Body and a representative from the local authority.
- They looked at pupils’ work in lessons, and also scrutinised pupils’ books. Inspectors heard pupils reading and observed them in class and around the school.
- Inspectors held informal discussions with parents. They also took account of 44 responses to the online questionnaire (Parent View) and 30 questionnaire responses from staff. The school’s own questionnaire of the views of the school was also analysed.

Inspection team

Michael Wintle, Lead inspector	Additional Inspector
David Matthews	Additional Inspector

Full report

Information about this school

- Thorngumbald is a smaller than average-sized primary school. It has both single-age and mixed-age classes.
- Almost all pupils are of White British heritage. The few remaining pupils are from a range of minority ethnic backgrounds.
- Only a very small number of pupils are supported by the pupil premium. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils supported through school action is below average. The proportion supported by school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' progress and attainment in English and mathematics
- There have been significant changes to staff since the previous inspection, including new subject leaders.

What does the school need to do to improve further?

- Move teaching from good to outstanding and thereby further improve pupils' achievement by:
 - ensuring that introductions to lessons are sharp so that pupils have more time to develop their skills during the lesson
 - improving presentation of pupils' written work and spellings
 - sharing the outstanding practice that is already in the school.
- Strengthen the good leadership and management by:
 - ensuring subject leaders are able to undertake a rigorous programme of monitoring teaching and learning throughout the school
 - subject leaders fully analysing pupils' achievement so that they can confidently assess learning for all groups of pupils.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills and knowledge that are mostly typical for their age. Teaching in the Reception class is good and children settle well into school life and make good progress.
- Progress over recent years has fluctuated in Years 1 and 2, but pupils' achievement has accelerated and currently, pupils are making good and at times outstanding progress.
- As a result, progress is now clearly evident throughout the school because the senior leaders have focused on improving the quality of teaching and learning in lessons. Pupils' attainment at the end of Year 6 in reading, writing and mathematics is consistently above average.
- The progress made by pupils in writing is good and more pupils achieve the higher levels than is normally seen. This is partly because of the good teaching of phonics (the sounds that letters make). However, the inconsistency in the teaching of handwriting and spelling results in work that is often poorly presented. Some work is scruffy. This often masks the progress that nearly all pupils are making.
- The most able pupils make good progress. Results of the 2013 end of Key Stage 2 national tests in mathematics showed 50% of pupils attained above the national average. The most able pupils' attainment in writing was also above average and in reading they were similar to the national average. This higher attainment is the result of good teaching, which has had a positive impact on pupils' progress because pupils know their levels and enthusiastically aim to exceed them.
- Although pupils' performance in the Key Stage 1 reading assessments were not as good as other schools nationally, their attainment in reading in Key Stage 1 and in Key Stage 2 has strongly improved and is now above average. Progress in reading with current Key Stage 1 pupils has significantly improved and many pupils are now working in line with or above national expectations. In 2013 the results of the Year 1 phonics screening check show pupils to be above the national average.
- In Thorngumbald Primary School, the pupil premium funding is used well to support individual pupils. There is a very small number of pupils eligible for the pupil premium, which means comparing their achievement with others is not always statistically valid. In general, they are making as much progress as their classmates.
- Disabled pupils and those with special educational needs make good progress from their individual starting points and they are well supported in lessons. The work is usually set at the right level and they receive good quality support from well-trained teaching assistants and teachers.
- Improvements in standards and the rates at which pupils make progress clearly show the school's commitment to promoting equal opportunities and tackling discrimination.

The quality of teaching is good

- Most of the teaching is good and some is outstanding. Evidence from the data, the assessment of teaching and the scrutiny of pupils' books show continuous improvement in the last two years.
- Teachers plan and develop lessons that capture pupils' interests. In the Reception class, children were very excited when they blew up balloons and then measured the distance they had travelled on a pole when air was let out. They all made progress and were able to explain that 'putting in more air would make the push better and the balloon would go further.'
- Teachers are very skilful at explaining what pupils are to learn, allow them time to work things out for themselves or in groups, and always check effectively that they are learning well. Teachers make sure that pupils know the level of their work and have clear targets, which help them to reach the next level. This has a strong impact on helping pupils' increasingly rapid progress. However, sharing the very best practice evident in the school is still needed to ensure

that teaching is outstanding overall.

- Teachers have high expectations for their pupils. An example of this was in a Key Stage 2 literacy lesson where pupils were using adjectives in a description. Teaching was exciting and challenging pupils to write about their alien monster. Pupils were totally engrossed and set off at a storming pace. The teacher said, 'I want someone to show me their work that is going to blow me away.' A number of pupils read out their work, which was of high quality and were successful in achieving the teacher's request.
- Mostly, pupils are set to work quickly, but there are occasions when the lessons are slow to start and as a result, learning slows. This occasionally happens when a very small number of pupils arrive late for their lesson.
- Teachers use pupils' reading and the many exciting topics they cover in a range of subjects as starting points for writing activities and progress in writing is good. Younger pupils had developed an area called 'Hallway of Heroes' and wrote about their own heroes, including their fathers and the police.
- Careful planning ensures that disabled pupils and those who have special educational needs are taught well, often in small groups led by effective teachers and teaching assistants. Teaching assistants provide sensitive and skilled support when needed. They ask probing questions and encourage pupils to do their very best.

The behaviour and safety of pupils is good

- The vast majority of pupils have positive attitudes to learning. They are eager to do well. They are motivated, concentrate and persevere in completing the work set for them, and enjoy what they do. Staff expectations are high. As one Year 6 pupil said, 'We work hard because my teacher expects this.'
- Pupils have positive attitudes in lessons. They work collaboratively and are keen to get on with their work. Older pupils of all abilities talk enthusiastically about wanting to achieve the higher levels. These increased aspirations brought about by effective teaching have increased pupils' progress.
- Behaviour around the school is good. The school fosters good relationships and pupils are friendly, polite and respectful to adults and to each other. Behaviour is not yet outstanding because in lessons where teaching is less strong, pupils occasionally lose concentration and their attention wanders.
- Pupils enjoy coming to school. Attendance is above average and has continually improved..
- The school's procedures for keeping pupils safe are good. Pupils say that they feel safe. They have a good understanding of how to keep safe and are confident that any issues will be dealt with effectively and firmly by the school. They understand different types of bullying, including cyber bullying and say that bullying is rare. They fully understand how to stay safe online and understand the importance of, for example, having a strong password.
- The school's own survey and the Parent View online questionnaire demonstrate that parents believe that the school provides a safe environment and that pupils enjoy school and behave well.

The leadership and management is good

- The headteacher has a thorough understanding of the school's strengths and weaknesses. Her high ambitions are shared by staff, governors and parents ensuring continuous improvement in achievement, especially in Key Stage, 2 and in the quality of teaching over the past two years. Consequently, the school has improved from being judged to be satisfactory at the previous inspection and good now. This track record demonstrates that the school is well placed to improve further.
- The headteacher is rigorous in her monitoring of teaching and learning. There are robust

systems in place and she is very clear about what makes effective teaching. Consequently, teaching has improved considerably since the previous inspection.

- There are robust systems in place for senior leaders to scrutinise achievement data and pupils' work in books. This has led to an accurate view of the school by senior leaders. However, subject leaders are not involved enough in the scrutiny of this data and this has hampered more rapid achievement in all areas of the school.
- School action plans are focused on the right priorities and are supporting the school to improve. Subject leaders have a good impact on teaching, for example, support for literacy across the school. However, the infrequency with which they are able to observe teaching and learning prevents their impact from being outstanding.
- Performance management is focused well on increasing the rates at which pupils make progress, improving the quality of teaching and raising standards. All teachers are clear that they will only be rewarded when their pupils have done well. There are demanding targets in place for all teaching staff, which have contributed to pupils making more rapid progress. Senior leaders and governors have not shied away from making difficult decisions about pay and performance.
- The curriculum is engaging and contributes strongly to pupils' well-developed spiritual, moral, social and cultural awareness. While it is focused on developing pupils' basic skills in speaking, listening, reading, writing and mathematics, it also provides many opportunities to develop their love of history, art, science and physical education. The Year 6 visit to Castleton excited pupils, who could remember the 'broken roads' and the Dam Busters link with Derwent Water.
- The school has invested some of the Primary School Sport funding to provide specialists that work with the staff so that the teaching of physical education can be improved still further. While this is a new initiative, the headteacher is confident that this has led to growing confidence among staff. Funding has also supported the increase in competitive sports clubs in the school, such as cross-country running and a football club.
- The local authority has an accurate view of the school and has a good relationship with staff and governors. It provides positive support to the school over time, through annual review meetings, support for the governors and guidance for the checks made on teaching.
- Safeguarding arrangements are good and meet current requirements.
- **The governance of the school:**
 - Governance is good. The experienced Chair of the Governing Body leads the governors effectively. Governors are well informed and as a result have a good overview of the school's performance, including pupils' progress. They have taken effective action to improve the quality of teaching because they have a clear oversight of how well teachers are performing. They ensure that pay and promotion for staff are closely linked. Governors discuss how well the school is doing in comparison to others nationally and ask searching questions of the school, for example, how well pupils supported by the pupil premium funding are doing. As a result, they ensure that the pupil premium funding is well spent. Governors oversee the school's finances well. Child protection policies and safeguarding meet requirements and the governing body ensures that staff and pupils' work in a safe environment.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135077
Local authority	East Riding of Yorkshire
Inspection number	430877

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	226
Appropriate authority	The governing body
Chair	Mrs J Wilson
Headteacher	Julie Ellis
Date of previous school inspection	27 March 2012
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