

# Inspection of Thursfield Primary School

Chapel Lane, Harriseahead, Stoke-on-Trent, Staffordshire ST7 4JL

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Inspection dates: 18–19 September 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Not previously inspected

## **What is it like to attend this school?**

Thursfield Primary prides itself on being 'a ticket to anywhere'. Pupils' interests and talents can develop across a wide range of subjects and activities. They receive excellent care and attention. Pupils have a 'well-rounded' education at Thursfield that prepares them well for their future lives.

Leaders have high expectations for all pupils and pupils are enthusiastic about their learning. Topics are well planned and build on what pupils already know. Out of school clubs provide pupils with the opportunity to take part in activities such as chess and cookery. Pupils take part in trips that extend their learning, for example visits to Llandudno and to Warwick Castle. Residential visits enable pupils to 'push their boundaries' whilst making memories that will stay with them for many years to come.

Pupils are happy to come to a school where they feel safe and well cared for. Staff know pupils and their families well and relationships are positive. Pupils behave well in lessons and as they move around school. Pupils say bullying rarely happens but know how to get help if it does.

## **What does the school do well and what does it need to do better?**

Children in the Reception classes make a good start to their learning. Adults are kind to children and use lots of praise to reinforce and model good behaviour. Classroom activities allow children to cooperate, make choices and share. The classrooms and outdoor areas are full of interesting things to do. Adults ask children questions that extend their learning. Adults read often to children. Children vote for the books they would like to read, and enjoy story time.

Leaders prioritise reading in the school. Pupils have many opportunities to read throughout the day. Phonics (letters and the sounds they represent) teaching happens right from the start of Reception and the sounds children learn are monitored. Extra support is given for pupils who need it. The books that pupils take home are matched to their abilities. Most pupils read fluently by the end of key stage 1. Reading skills are used well throughout the school. Year 5 and 6 pupils demonstrate a clear understanding of books they have read at school.

Teachers plan learning activities that build well on pupils' previous learning in most subjects. For example, in history pupils build up an understanding of the past. Pupils develop their knowledge through drama and debates about the period of history they are studying. Pupils have access to a range of art experiences. Teachers' planning maps out the artists pupils will learn about and skills they will develop. Many high-quality pieces of art can be seen on walls.

Teachers have high expectations of the quality of work pupils will produce. Many pupils exceed these expectations. In reading, writing and mathematics assessment

helps to plan pupils' next steps. At the end of key stage 2 the majority of pupils achieve at a level that gives them a good start in secondary school. However, assessment practices in other subjects are not yet in place.

Physical education (PE) has a high profile within the school. Pupils with special educational needs and/or disabilities (SEND) take part in all activities. Fitness days are popular with pupils and teach them about healthy lifestyles.

Pupils make links between other cultures and British values, for example in religious education. They understand the need to show respect and tolerance towards others. The school has not taken pupils to different places of worship or studied different religious festivals in depth.

Pupils behave well and have positive attitudes to learning. They are keen to talk about their work. Pupils have a clear understanding of right and wrong. They have opportunities to think about questions such as, 'Can world peace ever be a reality?'

Teachers are clear about which pupils need extra support. Resources help to meet the needs of both disadvantaged pupils and pupils with SEND.

The school is well led and managed. Improvements made throughout the school since it became an academy are having a positive impact. However, some subjects are not as well planned as others. Subject leaders continue to develop the work they have started to ensure that every child achieves well. Staff enjoy working at the school and agree that leaders ensure that their workload is manageable.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are vigilant in their care for pupils. Any absences from school are followed up quickly and staff report any concerns in the right way and to the right people. Leaders carry out all the correct employment checks on school staff. Staff receive regular safeguarding training.

Many staff are first-aiders. The school site is secure, and access to visitors is controlled. Safety procedures such as fire drills are carried out regularly. Medicines are stored in the correct places.

Pupils are taught to keep themselves safe both in lessons and through assemblies.

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

### **(Information for the school and appropriate authority)**

- Some subjects are not as well planned and developed as others. Subject leaders should ensure consistency in planning across a full range of subjects.
- Assessment is effective in the core subjects. Formative and summative

assessment of the foundation subjects is not yet in place. Leaders need to implement a consistent approach to assessments across the foundation subjects.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 143547   |
| <b>Local authority</b>                     | Staffordshire  |
| <b>Inspection number</b>                   | 10111659   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy sponsor-led  |
| <b>Age range of pupils</b>                 | 5 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 256  |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trust</b>                      | Laura Austen   |
| <b>Headteacher</b>                         | Elizabeth Bradbury   |
| <b>Website</b>                             | <a href="http://www.thursfield.staffs.sch.uk">www.thursfield.staffs.sch.uk</a> |
| <b>Date of previous inspection</b>         | Not previously inspected   |

## Information about this school

- The school is in the Creative Learning Partnership Trust. The board of trustees is responsible for setting the strategic vision of the trust's schools. The trustees employ a chief executive officer (CEO) to oversee and work with the trust's schools.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors looked at a range of work across the school. Inspectors made lesson visits, examined pupils' work, and considered published data about the school's performance. The inspection team spoke to teaching staff, including the headteacher and assistant headteacher in their roles as designated safeguarding leads. Inspectors spoke to governors and trustees including the CEO of the trust. They also spoke to the special educational needs coordinator.
- Inspectors focused in particular on the following subjects: English, including early reading, mathematics, and art. Inspectors also looked at PE and religious education. Evidence was collected through meeting with subject leaders, scrutiny of curriculum planning, visits to lessons, talking with pupils and examining their

work.

- The inspection team considered 50 recent responses to Ofsted’s online questionnaire, Parent View, and spoke to parents during the inspection. They also considered 12 responses to the Ofsted’s staff survey.
- Inspectors examined school documents including policies and records relating to the school’s curriculum, behaviour, attendance, exclusions, health and safety and safeguarding. The single central record of staff employed at the school and the school’s website were also checked.

### **Inspection team**

Heather Phillips, lead inspector

Her Majesty’s Inspector

Joanne Knowles

Ofsted Inspector

Linda Brown

Ofsted Inspector

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