

Inspection of Thorngumbald Primary School

Plumtree Road, Thorngumbald HU12 9QQ

Inspection dates: 22 and 23 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Adults have high expectations of pupils. In lessons, pupils are attentive and enthusiastic to take part. In subjects such as French, pupils recall a range of vocabulary. They remember the names of animals and foods. Adults make sure that pupils enjoy their learning and feel safe in school.

Pupils have a say in making changes in the school. They are proud of the 'STAR' values that they have suggested. Pupils do adhere to these values by being safe, working as a team and being resilient. They aspire to do their best. Pupils vote to elect school council members. All members of the school community embrace equality of opportunity. Pupils understand the importance of treating everyone fairly.

Behaviour is good. Bullying is rare, but adults help to resolve it quickly if it does happen. At lunchtimes, pupils like to take part in the playtime games, such as tennis and skipping. They enjoy completing the activity trail. Elected playtime monitors organise games for younger children. Pupils understand the importance of keeping healthy by choosing the correct foods to eat.

Visiting sports groups helps pupils to understand what it is like to work in a sporting environment. Pupils enjoy trips linked to the curriculum, such as a history-themed visit to Eden Camp.

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

Leaders have developed a coherently sequenced curriculum for all subjects. They have provided subject leaders with training, so that their subject knowledge is secure. Subject leaders check that their subject is taught consistently. This enables them to bring about improvements in the quality of teaching. Teachers choose activities carefully, so that pupils acquire important knowledge. They check that pupils remember their learning in English, mathematics and science. However, in other curriculum subjects, the system to check whether pupils remember this learning long term is not as well established.

There is an inclusive system in place for the teaching of pupils with special educational needs and/or disabilities (SEND). Pupils with SEND access learning with their peers. Adults are perceptive to the needs of pupils with SEND. Teachers check carefully that pupils meet specific targets that are set for them to achieve.

Leaders have recently put in place a system to teach phonics. Early reading starts straight away in Reception Year. It is delivered with consistency. In phonics lessons, pupils decode new words well, using the phonic sounds they know. Pupils practise writing the words regularly. The books that pupils read match the sounds that they are learning. All staff, including those who teach extra phonics sessions, teach phonics with the same approach. This means that those pupils who need extra support catch up quickly in reading.

Reading is celebrated in many ways across the school. Pupils enjoy listening to whole-class texts linked to curriculum subjects. For example, pupils say that it is easier to understand the plot of their current text because they already know the main vocabulary from their history lessons.

The curriculum in early years is well organised and logical. Teachers have identified the vocabulary that they want children to learn. In lessons, adults ask questions using this vocabulary. They model language well for children. This supports children to use and remember important vocabulary. Children have good-natured relationships and co-operate well together. Working in small groups and independently, they show deep concentration on tasks. Children showed resilience when practising tennis shots over a net until they could successfully hit the ball.

There is a carefully considered personal, social and health education curriculum in place to support pupils' well-being. It teaches pupils about specific risks they may face in their community. Pupils access a range of opportunities and experiences. These include yoga lessons to help them to develop good mental and physical health. Pupils learn about different faiths and cultures, including Christianity and Sikhism.

Leaders promote the importance of attending school to parents and carers. High attendance ensures that pupils can access the whole curriculum well.

Governors have an in-depth knowledge of the school's journey. They support and challenge the leadership team to make necessary improvements. The new headteacher has the vision and ambition to continue this journey. The majority of parents are positive about the school. Teachers feel well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that safeguarding systems are effective. All adults take part in an annual training programme. They know how this training will help them to spot pupils who may be vulnerable or at risk. Leaders work with local partners to make sure that appropriate support is put in place for all pupils and their families. Leaders understand the risks that pupils may face. They make sure that all adults in school have undergone the correct safety checks needed to work with children. Safer recruitment training is undertaken by the relevant staff. Pupils know the rules that keep them safe when using online technologies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not yet fully developed an accurate system to check what pupils know in the foundation curriculum subjects. This means that teachers cannot accurately identify gaps in pupils' knowledge or misconceptions in pupils' learning

in these subjects. Leaders should ensure that a system is put in place that allows teachers to check purposefully what pupils do and do not know across the breadth of the curriculum.

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 information from Ofsted Parent View 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.

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

Unique reference number	135077
Local authority	East Riding of Yorkshire
Inspection number	10255740
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Graham Uney
Headteacher	Sarah Norton
Website	www.thorngumbaldprimaryschool.org.uk
Date of previous inspection	22 and 23 May 2019, under section 5 of the Education Act 2005

Information about this school

- This school does not use alternative provision.
- A new headteacher has been appointed since the previous inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, curriculum leaders and other staff. They reviewed a range of documentation. An inspector met with governors and with a representative from the local authority.
- Inspectors carried out deep dives in early reading, mathematics, history and French. For each deep dive, inspectors discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors met with leaders with overall responsibility for safeguarding and looked at school safeguarding records. They also reviewed the single central record.
- Inspectors considered responses to Ofsted's staff questionnaire and responses to Ofsted Parent View, including free-text comments. Inspectors talked to pupils to gather their views on school life. They also talked to parents.

Inspection team

Lesley Allwood, lead inspector

Ofsted Inspector

David Mills

His Majesty's Inspector

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