

Inspection of Thorpe Willoughby Community Primary School

Londesborough Grove, Fox Lane, Thorpe Willoughby, Selby, North Yorkshire YO8
9NX

Inspection dates: 8 and 9 November 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?

Thorpe Willoughby Community Primary School is a caring and inclusive school. Pupils are friendly, welcoming and enjoy school. Relationships between adults and pupils are warm, positive and nurturing. Leaders at all levels are passionate about their school and have high expectations. They are committed to ensuring that all pupils, including those with special educational needs and/or disabilities (SEND), thrive and achieve well.

Pupils are respectful and behave well in and around school. Pupils know that bullying can be physical, verbal and that it can happen online. Bullying is rare. When it does happen, it is dealt with quickly. Pupils say they feel safe and are safe.

The school provides pupils with opportunities to develop their leadership skills. The School Councillors, Equality Ambassadors and Play Leaders take their roles seriously. They understand the importance of being good role models for the younger pupils. Pupils take part in a range of activities as part of the '50 things to do before you leave Thorpe' programme. This gives pupils the opportunity to learn and develop new skills.

There is a range of clubs and extra-curricular activities for all pupils to enjoy. These include badminton, computing, Christmas crafts and recorders. Pupils talk enthusiastically about Young Voices. They have enjoyed singing at Sheffield Arena with Heather Small.

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

The school has made significant improvements to the curriculum since the last inspection. This is reflected in the improved outcomes for pupils. The curriculum is ambitious for all pupils, including those with SEND. The school has carefully considered how the curriculum builds pupils' knowledge from Reception to Year 6. Staff use assessment well to check pupils' knowledge and understanding. This helps them to identify and address any gaps pupils might have. Pupils have positive attitudes to their learning and take pride in their work. They can recall what they have learned in previous years.

Leaders have prioritised the teaching of early reading. They understand the importance of all pupils becoming confident, fluent readers as quickly as possible. Phonics is taught from the start of Reception, ensuring children get off to a flying start. Pupils' reading books are closely matched to the sounds they can read. Pupils who need extra help are identified quickly. They are given the support they need to catch up. A love of reading is promoted throughout the school. Pupils enjoy reading. They like the class 'book club' sessions, where they talk about the books they have read and share recommendations.

The carefully planned early years curriculum ensures children make a good start to their school journey and are well prepared for Year 1 and beyond. Adults interact

skilfully with the children, developing their knowledge and vocabulary. Children persevere and show resilience when they are playing independently. They cooperate well with each other and share resources.

There are effective systems and processes for identifying pupils with SEND. Leaders have thought carefully about the provision for pupils with additional needs. Staff know these pupils well and care for them. Pupils with SEND value the support they get. They make significant contributions in lessons.

Leaders at all levels have a sharp focus on improving attendance and punctuality. The school works with a range of external agencies to support parents and remove barriers to good attendance. This is contributing to a significant improvement in pupils' attendance and punctuality over time.

The school's values of community, respect, caring, aspiration, resilience and challenge are woven into the curriculum. Pupils can talk about the values confidently and know why they are important. Pupils are taught about equality and discrimination. They know why it is important to treat others equally. Pupils know how to keep themselves physically and mentally healthy. They learn about the dangers of playing near railway tracks and knife crime so that they can keep themselves safe in the community.

Pupils are respectful and tolerant of others. They learn about different religions, such as Judaism, Islam and Hinduism. However, pupils cannot recall what they have learned in depth or talk about similarities and differences. The school has not yet developed effective strategies to ensure pupils remember this aspect of the curriculum. This impacts on pupils' readiness for life in modern Britain.

Governors are knowledgeable and have a clear vision for the school. They understand their statutory duties and have the skills to challenge and support the school. Staff feel well supported and are proud to work at Thorpe Willoughby Community Primary School.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not remember enough about world faiths and cultures. As a result, they are not able to discuss the similarities and differences of different faiths and beliefs. Leaders should develop strategies to help pupils better remember this aspect of the curriculum so they are fully prepared for life in modern Britain.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121436
Local authority	North Yorkshire
Inspection number	10290085
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	246
Appropriate authority	The governing body
Chair of governing body	Charlotte Haines-Lyon
Headteacher	Rachel Stanhope
Website	www.thorpewilloughby.n-yorks.sch.uk
Dates of previous inspection	12 and 13 November 2019, under section 5 of the Education Act 2005

Information about this school

- The school uses one unregistered alternative provider, Born of the Forest. One pupil attends for two hours per week.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Prior to the inspection, the lead inspector reviewed documents on the school’s website, as well as published information about the school’s performance and previous Ofsted reports.
- Inspectors spoke to senior leaders, including the chair of the local governing board. The lead inspector also spoke to a representative from the local authority.
- Inspectors carried out deep dives in early reading, mathematics, art and design and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors also met with leaders and looked at curriculum plans and a sample of pupils’ books for history and geography.
- Inspectors spoke with leaders about SEND, visited some pupils with SEND in lessons and spoke to them about their learning.
- Inspectors observed pupils’ behaviour in classrooms, around the school and at playtime and lunchtime. They spoke to pupils about their views of the school, behaviour and safety.
- Inspectors evaluated the responses from parents to Ofsted’s online survey for parents, Ofsted Parent View. Inspectors also evaluated the responses that staff made to Ofsted’s online survey.

Inspection team

Ruth Beckett, lead inspector	Ofsted Inspector
Angela Spencer-Brooke	Ofsted Inspector
Richard Crane	Ofsted Inspector

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