

Inspection of Threshfield School

Low Road, Threshfield, Skipton, North Yorkshire BD23 5NP

Inspection dates: 21 and 22 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 Good

What is it like to attend this school?

Pupils enjoy coming to Threshfield school. They feel safe and experience a wealth of learning opportunities. Pupils are encouraged to develop their talents and interests. The school has an ambitious curriculum, enriched by opportunities to experience music and the arts. Pupils learn how to be physically and mentally healthy. Their character and resilience shine through their activities. They leave the school well prepared for the next steps in their education.

Pupils are polite and welcoming. They conduct themselves well. There are strong routines in place to teach them how to behave. On the rare occasions when pupils are unkind to one another, they trust teachers to put things right. Pupils of all ages know that if they have any concerns, they can share these with the 'worry monster'. This is a safe place where pupils can write down any worries they may have and share any problems with their teachers.

Threshfield is a relatively small school, sited in a rural location. Leaders ensure there is a lot on offer for pupils. Pupils swim weekly from Year 3 to Year 6. They work their way through swimming awards before undertaking a lifesaving course. Almost a quarter of the school population are part of the choir. Pupils enjoy singing at community events. They learn to play a range of musical instruments, including instruments as diverse as the accordion. The highlight of the school year is the annual trip to Liverpool. This trip is planned to give pupils an experience of a busy city, which contrasts with their life in a rural community.

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

The school has developed a curriculum that has breadth and ambition. The foundation of this effective curriculum starts in the early years. Children make a strong start to their communication, language and number work, before building on this learning in key stages 1 and 2. Other areas of learning in the early years are also carefully linked to Year 1 and beyond. For example, the learning that children access around understanding the world prepares them to access history lessons in Year 1.

As the curriculum builds from key stage 1 into key stage 2, most pupils are able to make more complex connections. They use what they know and remember when learning something new. In mathematics, pupils increasingly use known facts and calculating methods to develop their reasoning with number. In history, pupils can explain how civilisations rise and fall. Assessment is used very well to check what pupils know and understand. For example, in history, the assessment goes beyond factual recall by checking deeper historical understanding. There are some areas of the curriculum where pupils' knowledge is less secure. Pupils struggle to talk confidently about aspects of life in modern Britain, such as democracy and their knowledge of other faiths and cultures.

Pupils and staff are enthusiastic about reading. Teachers read a wide range of books to pupils. They spark pupils' imagination and sense of enquiry. Fiction and non-fiction books support learning in subjects such as science and geography. Phonics is taught well. This supports pupils to learn to read quickly and fluently. Staff carefully monitor pupils' progress in early reading. If a pupil needs more support, for example in blending sounds or developing fluency, they receive it promptly. This helps them to improve.

Pupils with special educational needs and/or disabilities achieve well. Any barriers to learning are identified quickly. External support is sought for any pupils who need more specialist assistance. Teachers know how to adapt their teaching to support pupils who may need additional help.

Pupils learn about the importance of becoming active and respectful citizens. The school takes particular care to develop positive values, strength of character and resilience in the pupils. Pupils are tolerant, respectful and aware of the feelings of others. This learning begins in the early years and is well developed in older pupils. Pupils learn many things to help them keep safe and understand the wider world. They can talk about how they stay safe both online and offline. Pupils learn about healthy relationships. This gives pupils the right knowledge to help them make sensible choices as they grow up.

The school helps pupils to broaden their horizons and enjoy a variety of rich experiences. Pupils collect badges to mark different experiences they have, such as going to the theatre or going hiking. Pupils enjoy competing in sports, singing in the choir and helping their younger peers.

Governors have an effective strategic oversight of the school. They understand the place of the school in the community. Governors encourage and challenge the school to be outward facing and bring in external expertise where they need it. Staff are extremely proud to work at the school. They feel well supported by leaders to manage their workload. There is a strong team ethic among staff that helps to support well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils have a limited knowledge of different faiths and cultures. They are unclear about some fundamental British values, such as democracy. The school should develop its personal, social and health education curriculum further to ensure this promotes the important knowledge that it wants pupils to know and remember.

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 special educational needs and/or disabilities (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	121594
Local authority	North Yorkshire
Inspection number	10290099
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	The governing body
Chair of governing body	Brettle Roberts
Headteacher	Sarah Harper
Website	www.threshfieldprimary.co.uk
Dates of previous inspection	4 and 5 July 2018, under section 5 of the Education Act 2005

Information about this school

- There have been no relevant changes since the previous inspection.
- The school does not use any alternative provision.

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.
- Inspectors met with the headteacher and other staff with leadership roles. The lead inspector met with governors and a representative of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and religious education. For each deep dive, the inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.
- The lead inspector studied a variety of documents. These included the school's self-evaluation, minutes of governing body meetings, attendance information and safeguarding records.
- 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.
- The views of parents and carers, staff and pupils were gathered through Ofsted's surveys and face-to-face discussions.

Inspection team

Carl Sugden, lead inspector

Ofsted Inspector

Steve Wren

His Majesty's Inspector

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