

# Inspection of Thurstonland Endowed Voluntary Controlled First School

Marsh Hall Lane, Thurstonland, Huddersfield, West Yorkshire HD4 6XD

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Inspection dates:	25 and 26 February 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

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

Thurstonland is an inclusive school at the heart of the community. The school's core values, which include self-belief and empathy, are the foundation of its ethos. The school has high expectations for pupils' achievement and behaviour. Pupils strive to meet these and this is very much reflected in their work and positive attitudes to learning.

Pupils feel happy and safe. Relationships between staff and pupils are friendly and positive. Pupils know adults will help them if they have any worries or concerns. Pupils behave well in lessons and at other times of the school day. Older pupils are excellent role models for their peers. For example, during assemblies they sit with younger pupils to model how to conduct themselves.

Pupils have a good understanding of what bullying is. Bullying incidents are extremely rare. Pupils say that adults are quick to sort out any problems.

The school provides many opportunities for pupils to see that they can make a positive difference to the school and the community. The school council raises money for extra equipment for the playground. Pupils engage and interact with elderly members of the community, for example singing carols with them at Christmas.

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

Pupils develop their knowledge through a curriculum, which builds progressively from Reception to Year 5. They regularly revisit what they have learned previously. For example, pupils have regular opportunities to practise their drawing skills, using a variety of techniques they have learned over time. The school enriches the curriculum by inviting experts to work with pupils, for example local artists. Teachers make checks on pupils' learning. However, in a small number of subjects, these checks are not acted upon, resulting in some pupils having gaps in their knowledge.

The school is determined for pupils to become confident readers. Phonics teaching begins as soon as children start in the Reception Year. The school trains all staff to ensure they teach phonics effectively. Staff check how well pupils have learned and provide any pupils that have fallen behind with the support they need to catch up. As a result, by the end of Year 1, pupils achieve highly in the phonics screening check. Reading books that pupils take home match closely to the sounds that they have learned. Pupils regularly practise reading, which improves their comprehension and vocabulary. They are very enthusiastic when talking about their favourite authors.

In the early years, staff focus on communication and language. They use stories and rhymes to help children develop their speaking and listening skills. Children share resources and know what is expected of them. They focus well on their learning. For example, after listening to the story 'Super Worm', they eagerly make and subsequently compare the length of different worms.

Staff are quick to identify pupils with special educational needs and/or disabilities (SEND). They put appropriate support in place. There has been a distinct focus on implementing strategies to support these pupils' learning, helping them to grow in confidence and independence. This has contributed to these pupils achieving well.

The school monitors pupils' attendance closely. The school ensures that parents and carers understand the impact that absence has on their child's education. Over time, the school's actions have successfully led to a significant reduction in persistent absence. Pupils attend well.

Pupils learn how to become thoughtful and caring citizens. They respect and appreciate the diversity of the world in which they live. The school provides pupils with many opportunities to expand and develop their interests and talents. However, some pupils find it difficult to talk about fundamental British values and struggle with the correct terminology. Some pupils do not know how these values are relevant to their lives in school and beyond.

Pupils enjoy the roles and responsibilities on offer, including being part of the school council and supporting their peers by becoming play leaders. These and other activities help build confidence, develop organisational skills and increase independence.

The school is well led and managed. The governing body has an accurate view of the school's strengths and areas for development. It holds the school to account effectively. Staff value the professional development opportunities provided to them. These help them to further improve their practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subjects, the school does not act upon information derived from ongoing assessments quickly enough. As a result, some pupils have gaps in their knowledge. The school should ensure that teachers effectively use assessment information to enable pupils to secure their learning before moving on.
- Some pupils do not have a secure understanding of fundamental British values. They are unable to explain how these are important in everyday life. The school should ensure pupils' knowledge is secure to enable them to fully understand the importance of these values.

## 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

<b>Unique reference number</b>	107717
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10346197
<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	62
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Joanne Donaghey (co-chair of governors) Lisa Broadhead (co-chair of governors)
<b>Headteacher</b>	Lynsey Wagstaff
<b>Website</b>	<a href="http://www.thurstonlandfirst.org.uk">www.thurstonlandfirst.org.uk</a>
<b>Dates of previous inspection</b>	22 and 23 October 2013 under section 5 of the Education Act 2005

## Information about this school

- Since the previous inspection, there has been a change in leadership at the school. The headteacher took up their post in September 2021.
- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. An inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art and design. 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.

- An inspector also discussed the curriculum in some other subjects.
- Inspectors met with the headteacher, curriculum leaders, groups of staff and representatives from the governing body. Discussions were held via telephone with a representative from the local authority and the school's special educational needs coordinator.
- To evaluate the effectiveness of safeguarding, an inspector: 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.

### **Inspection team**

Andy Taylor, lead inspector	Ofsted Inspector
Suzette Garland-Grimes	Ofsted Inspector

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