



Thorpe Willoughby Community Primary School

Inspection Report

Better
education
and care

Unique Reference Number 121436
LEA North Yorkshire
Inspection number 281015
Inspection dates 19 June 2006 to 20 June 2006
Reporting inspector Mrs Lesley Clark CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Londesborough Grove
School category	Community		Fox Lane
Age range of pupils	4 to 11		Thorpe Willoughby, Selby YO8 9NX
Gender of pupils	Mixed	Telephone number	01757 703996
Number on roll	232	Fax number	01757 703996
Appropriate authority	The governing body	Chair of governors	Mr S Longhorne
Date of previous inspection	6 December 1999	Headteacher	Mrs Sue Brown

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average size village primary school serves the local area including the nearby town of Selby. A sizeable proportion of pupils come from a variety of different social and economic backgrounds. The majority of pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities or who are in public care is above average. The number of pupils with statements of special educational need is exceptionally high. Pupils from Traveller families attend the school for part of each year but none was on the school roll at the time of this inspection. In addition, the number of pupils who transfer in and out of school at times other than the usual is above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. The school motto, devised by the pupils, neatly sums it up by saying, 'our school is a place where we learn lots, have fun and meet and make friends'. While the school believes itself to be good in most respects, its evaluation of satisfactory leadership and management is more cautious, based on the relative newness of the leadership team and its plans for developing the role further. In fact, the school is well led and managed and governance is good. The new leadership team works well together and many developments over the course of the past year have benefited pupils' education. Standards are above average because pupils are well taught in all classes and so they achieve well throughout their time in school. Provision and the quality of teaching in the Foundation Stage are also good. Attendance is above average because pupils enjoy coming to school. They say: 'we do a lot of writing and it's fun'. The systems to support pupils' personal development are good and they are given good levels of support, care and guidance, particularly on a personal level. An area for improvement is to involve pupils more in setting targets and assessing their learning so they learn from their mistakes. The curriculum is good and offers interesting learning experiences with a strong emphasis on enjoyment and creativity. Parents feel that 'the school gives children lots of freedom to develop learning skills' and that from their point of view 'it is approachable for any reason'. The school has made good improvement since the last inspection and is well placed to improve further. It gives good value for money.

What the school should do to improve further

- Involve pupils more in setting their own targets and assessing their learning so they learn from their mistakes.

Achievement and standards

Grade: 2

Pupils achieve well because they are well taught at every stage of their education. When children first start school, their skills are below average, especially in communication, language and literacy. They make good progress, reaching above average standards at the end of Years 2 and 6 in English and mathematics as shown in the 2005 national tests. Results have improved significantly, particularly in English, because pupils now plan their writing more effectively. Teachers' careful tailoring of work to meet pupils' different needs is a key factor in the success of more able pupils and those with learning difficulties and/or disabilities. Year 5 and Year 6 pupils also thrive from being taught in ability groups in mathematics. Standards in science are broadly average because, until recently, pupils had not done enough practical science. The school is expecting an improvement at the higher Level 5 this year as a result of intensive teaching of more able Year 6 pupils. However, overall standards are predicted to be lower in 2006 because of the large proportion of pupils in Year 6 with severe learning difficulties, including five with statements of special educational need. The

2007 targets are extremely challenging. Teacher assessments of Year 5 indicate that three-quarters of pupils are expected to reach the higher levels in English and mathematics, a predicted outcome of the plan to involve pupils in assessing their own learning.

Personal development and well-being

Grade: 2

This is good as demonstrated by the pupils' good attendance, hard work and pride in their school. Spiritual, moral, social and cultural development is good and pupils are encouraged to think about their own lives, choices they make and understanding the views of others. In this, the role of the school council is important and pupils say that 'being a healthier, cleaner school is our most important achievement'. Apart, that is, from 'choosing the best kind of music for the school discos!' Nearly all pupils behave exceptionally well. When they do not, it is virtually always linked to individual difficulties. It is a credit to pupils' good moral development that they understand when other pupils experience difficulties and do not make matters worse. Here, the 'playground pals' provide a good lead in promoting playground harmony. 'It's very rare for children to be bullied,' they said, 'but if they are, it gets sorted out very quickly.' Pupils are very sociable, friendly, polite and confident. The school is central to the community and pupils are proud of contributing to a recent Best Village award and liaising with the local parish council on new play equipment. Pupils' awareness of their own safety and health is demonstrated by their participation in the 'Park and Stride' scheme to walk to school. They are energetic and look forward to the competition of Sports Day, and enjoy vigorous play at break times.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. In the Foundation Stage, a good balance of indoor and outdoor activities gives children ample opportunities to learn through finding out for themselves. Older pupils are convinced they learn well because 'we do lots of tasks and independent work and masses of writing'. Throughout the school, teachers' confident subject knowledge means they challenge pupils of different abilities without daunting them. Pupils who have learning difficulties and/or disabilities or those who are looked after are sensitively supported by teaching assistants, which gives pupils a real chance of succeeding. In the most effective teaching, lively questioning stimulates pupils' responses and generates debate. Imaginative role-play inspires pupils to extend their vocabulary as they strive to express their feelings in words. An exceptional feature is the way each ability group has extension activities which helps to raise pupils' expectations of themselves. While marking of pupils' work is conscientious, assessment is not always used to determine what should be taught next or to involve pupils in identifying and correcting mistakes. Lessons usually end

by affirming what pupils have achieved, but opportunities are missed to indicate what could be improved.

Curriculum and other activities

Grade: 2

The curriculum is good, including that in the Foundation Stage. It builds carefully on pupils' previous learning and provides interesting experiences which the pupils enjoy, particularly in art and science. This reflects the school's recent focus on 'Excellence and Enjoyment' which is being used to promote linking different subjects creatively together. Parents commented, 'there is a lot on offer, and always something that excites and holds children's attention.' This results in all pupils achieving well, including those of higher ability and with learning difficulties and/or disabilities. There is good enrichment of the curriculum through a variety of activities including learning French, visits to local museums and a residential trip. There is a good range of clubs including many sporting activities. A strong programme of personal, health and social education complements a good focus on literacy, numeracy and information and communication technology. This gives good support to pupils' future economic well-being and prepares them well for their transfer to secondary education. Shared planning between teaching teams is good and enables them to create opportunities within the curriculum to extend and enrich writing.

Care, guidance and support

Grade: 2

Arrangements are good and pupils feel safe and have every reason to trust the school's procedures for their protection and to assure their health and safety. They thrive in an environment where potential risks in activities are carefully considered. Staff are checked carefully for their suitability to work with pupils. Child protection procedures are robust. Academic progress, personal development and potential vulnerability to failure are carefully monitored. Where extra support is needed, individual plans show how it will be given, and where necessary, where other agencies can be involved. Frequent and increased consultation with parents contributes to a strong, joint effort to raise standards. A key priority is an even greater involvement of pupils and parents through extending the links between assessment and target setting.

Leadership and management

Grade: 2

In just under a year, the new leadership team has already made its mark on the school. Much respect for the work of the previous headteacher remains and there is a continued determination to raise standards. The headteacher sets clear educational direction for the work of the school and has an unequivocal vision for learning. Staff are keen to be a part of this and appreciate the efforts that have been made to identify their talents and aptitudes for leadership, as in the appointment of the two senior teachers. Furthermore, the skills of both teaching and support staff are underpinned by good

opportunities for professional development. The school improvement plan successfully builds on its predecessor. Monitoring and evaluation of teaching and learning are linked closely so that action plans have a direct impact on standards, contributing to their steady upward trend. Planned developments, to involve pupils in target setting and assessing their own learning, are a logical continuation of the work begun already at the start of the year. In this school, every pupil truly matters and effective and practical procedures help them to succeed. Governance is good and their careful preparation and planning helped ensure a smooth transition at the start of September 2005 with no pause in the school's development. Financial management is good and resources are used well to ensure pupils' good achievement. The school is well placed to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for being so friendly and helpful. We thought you might like to know what we thought about your school because we really enjoyed talking to you and watching you learn.

What we liked most about your school

- We think that you have good standards in reading, writing and mathematics.
- We think you have a lot of fun at playtimes and that you look after each other very well so that no one feels left out.
- We were impressed at how well you concentrate in lessons and think that your teachers are very good at making learning interesting for you.
- Your school is bright and colourful and we were impressed at the art displays.
- We think your headteacher and teachers have lots of good ideas for making your school even better.
- Your parents and carers are extremely pleased that you come to this school.

What we have asked your school to do now

- We would like your teachers to involve you when they set targets and give you some responsibility for checking whether you have met them or not. If you were also involved in assessing how well you have learnt something, we think that you would understand better how to improve your work.

We really enjoyed meeting you and watching you learn and wish you well for the future.