

# Thrussington Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	120164
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	291652
<b>Inspection date</b>	20 March 2007
<b>Reporting inspector</b>	Paul Edwards

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	44
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	K Shepherd / Janet Heath
<b>Headteacher</b>	Elizabeth Moore
<b>Date of previous school inspection</b>	19 January 2005
<b>School address</b>	Hoby Road Thrussington Leicester LE7 4TH
<b>Telephone number</b>	01664 424421
<b>Fax number</b>	01664 424421

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Thrussington is a very small primary school serving a largely rural area. Most pupils are from the village, although an increasing number are from further afield. No pupils are known to be eligible for free school meals and the proportion of pupils with learning difficulties or disabilities is below that seen nationally. All pupils are from White British ethnic backgrounds. The school has experienced a significant turnover of staff during the past two years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Thrussington Church of England Primary School provides its pupils with a good education. Parents are rightly very happy with the education it provides and the views of parents who expressed their appreciation of the 'many and varied extra-curricular opportunities' are well justified.

Children are provided with a good start in the Reception class. There is a wide range of activities available for them, well matched to their age and maturity. There is a good emphasis on developing their literacy and numeracy skills, and children make good progress in all areas of learning by the time they enter Year 1. Good progress is maintained throughout the rest of the school and pupils leave Year 6 with skills that are above average overall. Progress is better in English than in mathematics and science because occasionally, opportunities are missed to accelerate learning of the most able pupils in the latter two subjects. Teaching is good overall and particularly so for pupils in Years 5 and 6. Although writing skills are developed well, there are limited opportunities for pupils to develop writing further through other subjects. There are good opportunities for pupils to use their good information and communication technology (ICT) skills in subjects such as history and geography.

Pupils' personal and social development is good. The pupils behave well and their excellent attendance is a testament to their enjoyment of school. Members of the school council feel that they are listened to and that their views are taken seriously, for example, they talk proudly of the improvements made to the toilets as a result of their suggestions. The curriculum is good and is enriched by a very wide range of interesting and exciting activities. Pupils have a good understanding of how to keep healthy and safe as a result of the good provision for their care, support and guidance. Their fitness and health also receive a strong boost from the excellent range of sporting opportunities provided for them. Academic guidance is good overall. Examples of good target setting are seen but occasionally, teachers do not give pupils a precise enough understanding of how to improve their work. Pupils with learning difficulties are provided with a good level of well targeted support, enabling them to make progress in line with their classmates.

Leadership and management are good. There is a very clear focus on raising standards, and the impressive improvements seen during the last two years are a result of the headteacher's determination and drive. She is well supported by the governors. The headteacher has worked extremely well to bring the school through a difficult phase of staff turbulence. The school demonstrates a good capacity for further improvement.

### What the school should do to improve further

- Ensure the most able pupils are provided with sufficiently challenging work in mathematics and science consistently throughout the school.
- Provide pupils with more opportunities to practise writing skills in other subjects.

## Achievement and standards

### Grade: 2

Children enter the school with skills and knowledge that are similar to those expected for their age. The children make good progress in all areas of learning because of the good teamwork between the teacher and support staff, ensuring that work is well matched to their level of

understanding. By the time they enter Year 1, most pupils attain the goals expected for their age and some exceed them.

Standards are above average overall and pupils achieve well throughout the school. The standards attained in national tests at the end of Year 6 were significantly above the national average in both 2005 and 2006. In 2006, standards in English were very high. Although standards were above the national average in both mathematics and science, fewer pupils than might be expected attained the higher level in these subjects. The school rightly recognises that this situation still exists. The work provided for the most able pupils in mathematics and science is not sufficiently challenging in all year groups. However, pupils with learning difficulties make good progress in all year groups. Their needs are identified early and there is a good level of support, enabling them to make good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils' good behaviour plays a significant part in their good achievement and learning and they thoroughly enjoy all aspects of school. Attendance is well above the national average and is an indicator as to how much the pupils enjoy school. They try to put into practice their good awareness of how to stay fit, healthy and safe and they really enjoy taking part in the very wide range of sporting and physical activities that are on offer.

Pupils' understanding of the world of work is enhanced by working in small teams and partnerships, for example in activities to raise money for charities. All pupils enjoy the responsibilities they have and are proud to be involved in the gardening and Eco club. They are proud of the work undertaken by the school council and talk enthusiastically about its achievements. All of these activities give pupils a good understanding of the importance of contributing to the community.

Pupils say how well they are listened to and how well the school acts upon the views. Pupils develop a good understanding of other religions through religious education lessons, but their awareness of other cultures is less secure. Pupils enjoy making choices in their learning, but opportunities for them to do this are limited. The pupils' literacy, numeracy and ICT skills show they are well prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers take good care to ensure that their planning is adapted well to cater for the wide range of abilities and ages in their classes. Teachers have high expectations of pupils' behaviour and what pupils will achieve and, as a result, they achieve well. Teachers assess the pupils' work well although occasionally, they miss opportunities to challenge the most able pupils to do even better in mathematics and science. Teaching assistants provide good support for pupils with learning difficulties and consequently, these pupils progress at the same rate as their classmates. Pupils' enthusiasm for learning begins in the Reception class. Here, the staff plan a good balance of activities, although there are limited opportunities for children to choose for themselves. However, pupils' confidence develops well as a result of the encouragement

provided by staff. Pupils are encouraged to discuss work with their classmates, and this enables them to improve their understanding.

## **Curriculum and other activities**

### **Grade: 2**

Children in the Reception class are provided with a wide range of interesting activities in all areas of learning. The attractively designed secure outdoor area is used effectively as an extension of the classroom. Pupils in Years 1-6 are provided with a good and varied curriculum. There has been a good focus on teaching the basic skills of literacy and numeracy. However, the school recognises that pupils are not provided with sufficient opportunities to practise writing skills in other subjects. Good emphasis is placed on developing the pupils' physical and creative skills. The good provision for the pupils' personal, social and health education is having a positive impact on pupils' personal development and well-being. The curriculum is extremely well enriched through a variety of visits and visitors and out-of-school activities. Of particular note is the very good range of sporting opportunities, including team games, rugby, football, cricket, netball and dancing. A good number of pupils take advantage of the opportunity to learn a musical instrument. There are good links with secondary schools, all of which enhance learning opportunities for pupils. The pupils' public performances, for example around Christmas, are appreciated by the whole community.

## **Care, guidance and support**

### **Grade: 2**

Parents rightly feel that their children are well cared for and supported. The school is vigilant in ensuring pupils' safety and security. Risk assessments are thorough and procedures are fully in place for child protection and for vetting staff. There are good links with external agencies which help to ensure that pupils with learning difficulties and vulnerable children are well supported. The school has set challenging targets for pupils to achieve. Teachers' marking in pupils' books on how individuals could improve their work is good overall, but it varies in quality. Some identifies precisely where pupils could improve further but in other instances, there are mainly congratulatory rather than developmental comments. Older pupils are usually carefully involved in assessing their own work. However, this does not always happen enough in younger age group classes and the pupils concerned do not therefore have a clear view about how well they are progressing. Parents are very appreciative of the home-school partnership and of the opportunities the school provides for them to become involved in their child's learning.

## **Leadership and management**

### **Grade: 2**

In the time she has been at the school, the headteacher has demonstrated a clear understanding of what is needed to move the school forward. She has, with good support from the governing body and the local authority, enabled the school to improve considerably. There is a very clear focus on improving the quality of teaching further and her rigorous and precise monitoring is ensuring that this is happening. The expertise of all staff is used effectively to boost pupils' learning. The headteacher has effectively managed a period of staff change. The school now rightly recognises the need for new staff to share the workload. Tracking procedures are detailed and used effectively. The governors are fully involved in the school's strategic development, ensuring that finances and resources are directed to areas of greatest need. Long-term plans

are in place to ensure the school remains a focal point for the local community. There are good opportunities for the views of parents and pupils to be sampled through its questionnaires and meetings and these are taken into account when identifying areas for future development. The school's evaluation of its work is good, and demonstrates a good understanding of where its strengths and weaknesses lie.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for the warm welcome you gave us when we visited your school recently. Your parents are right to be pleased with the good quality of education the school is providing.

These are some of the highlights of your school:

- You are taught well and make good progress.
- Your attendance at school is excellent; you behave well and thoroughly enjoy all aspects of school.
- You are provided with lessons that are interesting and there is an excellent range of visits, visitors and clubs in which many of you enjoy taking part.
- The staff look after you and give you good guidance to help you to do well.
- You understand the importance of keeping healthy, try to eat healthy foods and thoroughly enjoy taking part in the excellent range of sporting activities.
- Those in charge of the school are providing good leadership.

These are the things we have asked the school to do now.

- Ensure that those of you who find work a little easy in mathematics and science are given work that is a little more challenging.
- To help you improve your writing further, we have asked teachers to make sure you get plenty of opportunities to practise your writing in other subjects.

I hope you continue to work hard and enjoy your time at school.