

# Bishop Thornton Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	121552
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	314035
<b>Inspection date</b>	13 September 2007
<b>Reporting inspector</b>	Rosemary Rodger

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	19
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mike Spalding
<b>Headteacher</b>	Ms Allyson Buckton
<b>Date of previous school inspection</b>	24 June 2003
<b>School address</b>	Colber Lane Bishop Thornton Harrogate North Yorkshire HG3 3JR
<b>Telephone number</b>	01423 770185
<b>Fax number</b>	0

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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

This very small primary school serves a rural area. No pupils have a free school meal. A below average proportion of pupils have learning difficulties. The headteacher has been in post for a year. The Healthy School award, the Basic Skills Quality Mark and the SEN Quality Mark are the most recent awards achieved by the school. Children start school with standards typical of other children the same age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This school provides a high level of personal care and support to its pupils. As a result, pupils have outstanding attitudes to learning, behave impeccably and enjoy the challenges in lessons. Parents are unanimous in their praise of the 'friendly, caring environment' in which there is a team of 'committed and competent people.' They say the staff create an, 'incredible rapport with the children.' Parents have no concerns about the school. The inspection supports the parents' judgement that this is an outstanding school.

Because the numbers of pupils are very small the results of national tests fluctuate considerably year by year. There has been a marked upward trend in their performance in the past year. Standards in 2007 were high with all pupils reaching the nationally expected levels and a sizeable number reaching higher levels in English, mathematics and science. Children's achievement is excellent when they start school in Reception and work alongside pupils in Year 1 and 2. This trend continues throughout school. Rigorous action to tackle a fall in mathematics standards last year has made an excellent impact on improving teaching and pupils' learning. Provision for the individual needs of pupils is excellent. All pupils thrive and become confident learners in the strong family atmosphere that pervades the school. The support for pupils with learning difficulties is excellent. They make outstanding progress because of timely intervention and skilful support by a well-trained team of support staff. Close partnership with parents and outside agencies ensures a high level of success.

Teaching is outstanding. Parental views support this judgement. They praise the progress their children make academically and socially. Lesson planning is thorough and always takes account of the wide age-range in each of the two classes. Whiteboard technology is used to excellent effect to motivate and challenge pupils, particularly in mathematics. For example, Year 2 pupils wrestled with great enthusiasm as they clamoured to add two-digit and three-digit numbers using an interactive information and communication technology (ICT) programme. The innovative use of resources keeps all pupils involved and the pace of learning is excellent. Pupils say they have to work hard. Targets are set from the school's recently updated assessment scheme. The recent review of the good curriculum is in its early stages but is developing well and taking full account of the National Curriculum requirements. Enrichment through visits in the local community is a strong feature; for example, Key Stage 1 and the Foundation Stage pupils visited a farm on the inspection day. There are very effective links with nearby schools to provide pupils with joint sporting activities and a broader curriculum.

The capable and well focused leadership and management of the headteacher is ensuring the school is moving forward. Creating a team culture is a high priority and enabling the school to make excellent progress, despite the considerable limitations of the building. Staff and the governors are usefully involved in school self-evaluation which is very much at the heart of the school's development. The inspection corroborates the judgements in the school, although judgements, in some respects, are too modest. Action plans are meticulous and very relevant; for example, the plans to raise standards in mathematics. Governors are becoming increasingly involved in the day-to-day work of the school. As a result, they are well informed.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

There were no children in the Foundation Stage last year. Two Foundation Stage children have joined the Key Stage 1 class at the start of this school year. A high priority in providing for the needs of the youngest pupils is evident in their specialised time with a teaching assistant. Children make excellent progress in all areas of learning. They have plenty of opportunity to work in their designated area where there is a good balance of adult-directed activities and children choosing what to do. Teaching is excellent, especially when the children work alongside the older pupils in the class because of the excellent account taken of the younger children's need for practical activities. In addition, the children have dedicated time on their own that provides effective attention to learning sounds and letters and to learn through play, for example, in the pet's corner. Records show that standards by the end of the Foundation Stage are generally above national expectations in all areas of learning by the time children start in Year 1.

### **What the school should do to improve further**

The school does not have any areas for improvement that it is not already tackling.

## **Achievement and standards**

### **Grade: 1**

The results of the most recent national tests are above average. Year 6 pupils reached their challenging targets in 2007 with a high proportion reaching higher levels compared to previous years. The impact of the actions to improve mathematics is excellent and reflected in the improvements in current standards in school, especially in Key Stage 1, although this is not yet reflected in the predicted outcomes for attainment in 2008 national tests. All pupils make excellent progress.

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

### **Grade: 1**

Pupils have an excellent understanding of the need to live a healthy life. They spoke knowledgeably about the effects of smoking on the body and what happens to their bodies if they do not keep fit and take plenty of exercise. Pupils feel safe and value the care and welcome provided by their teachers. Their enjoyment is linked very closely to their personal well-being, for example, through the energy released in physical education and their enjoyment of the ICT work. Attendance is outstanding because pupils are so keen to attend school. Bullying is something of which they have no experience, as behaviour is excellent. Pupils look after each other and take their various responsibilities seriously. Links with the wider community as well as the village are excellent. All of this helps pupils become confident and well equipped to take on further responsibilities in later life, and contributes to their social, spiritual, moral and cultural development, which is outstanding.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is outstanding. Pupils' work is exceptionally well marked so they know what they have done well and what needs to improve in everything they do. The excellent knowledge of the teaching staff is very evident in the depth of their work in all subjects, especially science and English. Teaching very skilfully adapts and modifies work to meet the needs of all pupils in each class. Questions are challenging and clearly understood by pupils, who are always encouraged to explain.

### **Curriculum and other activities**

#### **Grade: 2**

The good curriculum is developing well to combine everything pupils have to learn into themed topics. This is a recent change and is in its very early stages. A previous priority to raise standards in writing is very evident in the planned opportunities for writing in each topic. The breadth, balance and depth in the historical and geographical topics completed in Key Stage 2 are good. Basic skills of literacy, numeracy and ICT are very much to the forefront of pupils' learning. Links with other schools and collaboration with the talents of the feeder secondary school all contribute well to enrichment and compensate for the limited sporting facilities in school. Requests from parents have resulted in more after-school clubs, such as drama.

### **Care, guidance and support**

#### **Grade: 1**

Enjoyment and excellent achievement are consistent outcomes of the outstanding care, guidance and support provided for the pupils. Arrangements for the safeguarding of pupils are robust, and health and safety are a high priority. The recent healthy school award reflects this admirably. The progress of individual pupils is meticulously checked, resulting in well targeted additional help and support for those pupils at risk of making less progress than their peers because of their learning difficulties and/or disabilities.

## **Leadership and management**

#### **Grade: 1**

The headteacher is rigorous in her analysis of individual pupils' progress. There is no complacency; commitment and teamwork are very strong. The role and impact of the subject leader has improved considerably since the last inspection. School self-evaluation involves staff and governors. They have set a clear and realistic agenda for continued improvement. The limitations of the building have not restricted the quantity and quality of resources; this can be seen especially in ICT and in the reorganisation of the outdoors to provide a dedicated area for the youngest pupils. The programme of monitoring teaching and learning is very rigorous. Professional development links closely to the findings of this and ensures a high quality of teaching and learning. Improvements since the last inspection are excellent and the school has an excellent capacity to improve. There is an equal opportunity provided for every pupil that is warmly welcomed by parents.

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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	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
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

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**Annex B**

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

Thank you all for helping to make my day at your school so enjoyable. I valued talking with you and your teachers. Your school is excellent and provides you with many exciting opportunities. I have listed some of the things that are excellent below.

Your behaviour and enjoyment of school are outstanding. This means that you work very hard and produce high quality work, especially in your writing books. By the time you leave school you have achieved very well in your national tests. You have worked hard in the past year to improve your mathematical learning. Your teachers are hard working and expect you to achieve well. You keep fit and learn about healthy eating and keeping safe in many ways.

Your headteacher knows what to do to improve, so the inspection does not need to make any more recommendations.

Good luck to you all. I am sure you will all continue to enjoy your time at Bishop Thornton School.