

Thrunscoe Primary School

Inspection report

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| Unique Reference Number | 131257 |
| Local Authority | North East Lincolnshire |
| Inspection number | 334679 |
| Inspection dates | 14–15 May 2009 |
| Reporting inspector | Jackie Barnes |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 282 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mr R Swallow |
| Headteacher | Mrs J Goodwin |
| Date of previous school inspection | Not previously inspected |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Trinity Road Cleethorpes North-East Lincolnshire DN35 8UL |
| Telephone number | 01472 320781 |
| Fax number | 01472 320 784 |

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|--------------------------|----------------|
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a new school formed from the amalgamation of neighbouring infant and junior schools. It is situated in a small town on the east coast, in a building which has been extensively refurbished and extended. The locality is diverse with mainly owner-occupied and rented housing, with some areas of deprivation. Entitlement to free school meals is about average, as is the proportion of pupils with learning difficulties and/or disabilities. Almost all the children are from White British backgrounds and live close to the school. Pupils enter school in the Early Years Foundation Stage which comprises 52 part-time nursery places and 30 Reception places.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features and a good capacity to improve further. The school is a lively, exciting place with a stimulating learning environment helped by the improvements to the building and resources. The successful transition to the new school is evidenced by the strong sense of community and the calm routines with which the pupils are already familiar. Pupils' personal development is outstanding. They care for each other, undertake responsibilities conscientiously and know how to keep safe and healthy. They enjoy school enormously and almost all have good attendance records. Staff take good care of all pupils, and ensure welfare and safety are a priority. Behaviour is excellent and supports pupils' learning well as they are attentive in lessons and work cooperatively with other pupils and staff.

Pupils' achievement is good and standards by the end of Year 6 are broadly average. Some pupils make very good progress and are catching up well from previous underachievement, especially in Years 5 and 6. Pupils with learning difficulties and/or disabilities are very well supported. This enables them to be fully included in lessons and achieve well. Most of the more able pupils attain above average standards, but a few do not have the challenge needed to ensure they attain as well as they could. The teaching is good overall, with examples of outstanding teaching. Lessons are interesting, teaching points are clear and relationships are excellent, enabling pupils to have the confidence to share their ideas and ask questions. Pupils generally receive good academic guidance through the marking of their work, and discussions during lessons. Although most activities are well matched to the pupils needs, the planning of new learning does not always reflect the results of previous assessments. As a result, a small minority of pupils, mainly among the higher attainers, do not have sufficiently challenging work.

The curriculum is moving towards a thematic approach that is lively, stimulating and provides ample opportunities for pupils to be actively involved in their learning, and to consolidate their understanding through work in various subjects. At present, literacy and numeracy are also taught separately from the thematic work, which effectively supports the checking of pupils' progress.

The school is well led by an experienced headteacher working closely with governors and the senior management team. Some members of the senior management team are new to their roles and, as a result, a coherent process of monitoring lessons by subject leaders is not fully in place. The leadership has been particularly successful in establishing the new school quickly, so pupils' education has been continuous. They have developed a positive atmosphere in the school community and have gained the support of parents. The impact of new systems, such as those for assessing and tracking pupils' progress and developing community cohesion beyond the school, is at an early stage, but well set to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Good arrangements for entry to school enable the children to settle happily into the Early Years Foundation Stage. Close liaison with the Children's Centre helps parents to feel welcome in school. When children start school their skills and knowledge are generally below those expected for their age. The well structured activities, together with teaching that is often outstanding, ensures that most children make excellent progress. By the time children enter Year 1 their

attainment is broadly average. The attention given to the care and welfare of the children is excellent, as is their personal development. Many opportunities are provided for the children to learn through first-hand experiences in a vibrant and stimulating learning environment that promotes learning and fun. The outdoor area is a wonderland of opportunities and children make very good use of it in all weathers, exploring and investigating. Their behaviour is excellent and they enjoy learning. The Early Years Foundation Stage unit is very well led, with enthusiasm supported by an extensive knowledge of the learning needs of the age group. Children's progress is tracked in detail and the information used very well to plan the next stage of their learning.

What the school should do to improve further

- Raise standards in English and mathematics, especially for the more able pupils.
- Ensure the assessment information in the school's tracking system is used consistently to plan pupils' learning.
- Extend the role of middle leaders to enable them to actively promote and monitor the pupils' progress and attainment.

Achievement and standards

Grade: 2

As this is a new school, national assessment results are not available. However, the school's current assessment information, the work in pupils' books, discussions with the pupils and observation of lessons indicate that achievement is good and standards are broadly average by the end of Year 6. It must be remembered that Key Stage 1 and 2 pupils came from a different school and that their starting points were not at the same level as those currently leaving the Early Years Foundation Stage. Pupils' starting points when they enter school differ widely, but good and sometimes outstanding teaching ensures all make good progress. Pupils in Year 2 are on target to reach above average standards by the end of the year in reading and mathematics. Standards in writing are broadly average overall, with a small group of pupils already exceeding this expectation. Progress is good overall, but varies for different pupils. Previous underachievement by a significant minority of pupils is being addressed successfully, with some pupils making very good progress especially in Years 5 and 6 and a minority of pupils are already attaining above average standards in reading and mathematics. Pupils with learning difficulties and/or disabilities are well supported and achieve well. Although most of the able pupils achieve well, occasionally, a lack of challenge in their work reduces their opportunities to attain higher standards.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils work and play well together in a range of imaginative ways and show a very good understanding of each other's needs. They report that incidents of misbehaviour are dealt with swiftly and effectively and know to whom they can turn for advice. A typical comment was, 'I have a lot of confidence in the teachers to help me or anyone else. They make us happy, take time to talk to us and help us to sort out problems'. Behaviour is excellent throughout the school, as is pupils' social, moral, spiritual and cultural development. They say they feel safe in the school environment and really enjoy all that is on offer. Almost all pupils have good attendance records and speak extremely favourably about all aspects of school life, although they would like the limited number of clubs and after-school activities to be extended. Pupils have a thorough understanding of what

constitutes a healthy lifestyle and know what they need to do to remain safe in a variety of circumstances including using the internet. The school has been resolute in introducing a range of strategies to raise attendance. The contribution made by pupils to the school community helps them to develop independence, and demonstrates how well they look after each other. They willingly take on responsibilities. For example, older pupils thrive on taking on extra responsibilities such as young leaders who at lunchtimes support play development in the Early Years Foundation Stage and Year 1. Their sense of responsibility extends to their local community, such as working for good causes, and involvement with the Community Wardens to enhance the quality of the local environment. Pupils are well prepared for their future lives. They have well developed personal and social skills, achieve well in the basic skills in English, mathematics, science and information and communication technology (ICT) and in the promotion of their future economic well-being through their links with local businesses.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall, with examples of outstanding teaching. The best lessons are typified by teachers' very high expectations of pupils' accelerated progress based on clear and accurate assessments of pupils' current levels of attainment. In almost all lessons, pupils show high levels of interest and enthusiasm, are keen to answer questions and are willing to share their thinking with each other and the teacher. These positive attitudes are used well by teachers whose good questioning skills clarify, challenge and extend pupils' thinking. Where teachers are clear about the learning intentions for the various ability groups, the quality of assessment in lessons is good. This increases the rate at which all pupils make progress because the challenge of their work is well matched to their ability. Excellent relationships consistently underpin the teaching and learning. The promotion of pupils' good behaviour and positive attitudes, and the support offered by adults, are particularly strong across all year groups. Teaching assistants work well in partnership with teachers and are especially effective in enabling pupils with learning difficulties and/or disabilities to take a full part in lessons alongside their classmates. The learning gains are clear for all but the rate of progress of higher attaining pupils is occasionally hindered by a lack of challenge. This limits the proportion of eleven-year-olds who achieve the higher levels of attainment.

Curriculum and other activities

Grade: 2

The curriculum has been recently reorganised and designed to thread aspects of different subjects into a topic-based approach. Pupils' views were included when developing this curriculum and they say they are happy with the result. It successfully stimulates their interest and encourages investigation. The pupils are enthusiastic about their increased involvement in their learning. They particularly enjoy the visits to places of interest, and the visitors who bring personal experiences or expertise to add to their understanding each new project. However, this approach to the curriculum is in its early stages of implementation and planning for the development of pupils skills across the subjects is not fully developed. At present, the basic skills of literacy, numeracy and information and communication technology are taught separately. This works well, as regular checks on pupils' progress in these areas are being maintained. Programmes which contribute successfully to pupils' personal development and social, moral, cultural and spiritual development are also in place. Overall, the curriculum meets the needs

of most pupils, especially those with learning difficulties and/or disabilities, although the planned provision for the more able is not yet complete.

Care, guidance and support

Grade: 2

Staff take good care of pupils. A younger pupil expressed her confidence in this saying, 'we are valuable to the teachers'. The school's welfare arrangements are thorough and particularly appreciated by parents whose children have medical needs. Safeguarding procedures meet requirements, and arrangements for safety and security are robust and reviewed regularly. Adults are diligent in ensuring the pupils' social and emotional needs are met in a secure and caring environment. Pupils with learning difficulties and/or disabilities are identified early and adults work effectively to provide support for them in lessons. Pupils are clear about their targets for improvement and their work is marked regularly. In the best examples, teachers' written comments make it clear what pupils need to do to move forward and regular checks are made to see whether or not pupils have responded to the advice offered. The more able pupils have similar support, but occasionally, the expectations of what they might achieve are not sufficiently high.

Leadership and management

Grade: 2

The school is well led by an experienced headteacher working closely with governors and senior staff, many of whom are new to their roles. A clear vision for the future of the school is shared, and enthusiasm for improvement is a common factor. The school's self-evaluation and monitoring arrangements are underway, but are not yet fully involving all those with leadership responsibilities. The headteacher has an accurate perception of the school's main strengths and areas for improvement, and suitable development plans are in place. A strong commitment to eliminating discrimination and promoting equality is clearly evident throughout the school, and well supported by written policies. The assessment arrangements have rightly focused on checking the attainment of each pupil and setting challenging targets for improvement. This has worked well in ensuring the pupils' assessment information from their previous schools is up to date and each pupil's progress can be tracked. However, the assessment data is not yet consistently used in planning pupils' learning and this slows the progress of some of the more able pupils. Community cohesion, at this early stage in the life of the new school, has rightly focused on the school community including parents. This has worked well within the school, and almost all parents' comments indicate positive support and appreciation of the school. The governing body has been particularly effective in leading the amalgamation smoothly through the required changes of governance, incorporating new governors and ensuring statutory obligations are met. The school has good capacity for further improvement.

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Annex A

Inspection judgements

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| 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

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

Effectiveness of the Early Years Foundation Stage

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 1 |
| How well do children in the EYFS achieve? | 1 |
| How good are the overall personal development and well-being of the children in the EYFS? | 1 |
| How effectively are children in the EYFS helped to learn and develop? | 1 |
| How effectively is the welfare of children in the EYFS promoted? | 1 |
| How effectively is provision in the EYFS led and managed? | 1 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and/or disabilities make progress | 2 |

¹Grade 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.

Personal development and well-being

| | |
|---|---|
| How good are 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 |
| The extent to which learners enjoy their education | 1 |
| The attendance of learners | 2 |
| The behaviour of learners | 1 |
| 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

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of learners' needs? | 2 |
| 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? | 2 |

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 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 leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 2 |
| How well does the school contribute to community cohesion? | 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 |

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

16 May 2009

Dear Children

Inspection of Thrunscoe Primary School, North East Lincolnshire,
DN35 8UL

Thank you for making me and my colleagues so welcome when we inspected your school. You helped us to see that you behave very well and look after each other. You enjoy school, especially your practical activities, and most of you have good attendance records. You know how to stay safe and healthy and told us that you felt safe in school because the staff look after you very well. You are good at taking on responsibilities and you help other people through your contributions to good causes. You make good progress in your work and overall you attain standards that are about average for your age. The good teaching in school helps you to see what you have to do to improve your work, and you are keen to succeed. You are rightly proud of your new school, but you would like to have more clubs and activities after school.

Your headteacher, teachers and governors work hard to make sure you have a good education. Some of you already attain high standards and a few more of you could manage to do this, so I have asked your headteacher to help you all make even better progress by doing the following:

- raise standards in English and mathematics, especially for those of you who can attain high standards
- make sure that the work that is planned for you is challenging so that you make your best progress
- involve all staff with leadership roles in checking and improving how well you are doing.

Best wishes for the future.

Yours faithfully

Jackie Barnes

Lead inspector