

Thrumpton Primary School

Whinney Moor Lane, Retford, DN22 7AF

Inspection dates 20–21 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. The progress they make has increased rapidly since the last inspection and attainment is rising quickly throughout the school.
- Pupils who benefit from extra government funding make good progress and their attainment is very similar to that of other pupils.
- The headteacher's strong leadership and drive for improvement has been very successful. She is supported well by other school leaders and governors.
- Governors are well informed and contribute effectively to school improvement.
- Pupils feel safe and well cared for at school. Their attendance is above average.
- Pupils enjoy each others company and work well together. They behave well and are keen to learn.
- Teaching is good with some that is outstanding.
- Teachers have high expectations of what pupils can achieve. The activities they plan provide enough challenge for pupils of different abilities to enable them to learn well in lessons and over time.
- Staff morale is high and there is a strong team feeling within the school. By working together they have secured significant school improvement.
- Parents are supportive of the school and appreciate the pastoral and academic support the school provides for their children.

It is not yet an outstanding school because

- Through their marking teachers do not consistently give pupils clear information about what they have done well and what they need to improve.
- Teachers do not systematically check that pupils have responded to the feedback they receive through marking.
- Opportunities for pupils to use and apply their reading, writing and mathematics skills in other subjects are limited.

Information about this inspection

- Inspectors observed teaching and learning in 17 lessons three of which were jointly observed with the headteacher.
- Discussions were held with pupils who have specific responsibilities in the school, and other pupils in lessons and during break and lunch times.
- Inspectors took account of the 33 responses made by parents through the online questionnaire Parent View. The views of parents received by letter and those spoken to at the start of the school day were also considered.
- Inspectors took account of the 32 staff questionnaires and the views expressed by staff during discussions.
- A telephone conversation was conducted with a representative of the local authority.
- Discussions were held with four members of the governing body including the Chair and with school staff who have responsibilities for aspects of the school’s work.
- The school’s assessments of pupils’ progress and attainment over the last year were looked at in detail. Inspectors talked to pupils about their learning and looked at their work in books.
- Inspectors considered a number of documents and policies and checked to see how they work in practice on a day-to-day basis. These included those relating to school improvement, managing pupil behaviour, safeguarding and attendance.

Inspection team

Alison Cogher, Lead inspector

Additional Inspector

Alison Broomfield

Additional Inspector

Full report

Information about this school

- Thrumpton Primary is an average-sized primary school.
- Only a small number of pupils in each year group are supported by the pupil premium. This is additional government funding for pupils known to be eligible for free school meals.
- The large majority of pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or through a statement of special educational need is below average.
- In 2013 the school did not meet the government's current floor standards, which set the minimum expectations for attainment and progress.
- A breakfast, pre-school, after school and holiday club operates on the school site. This is run by a separate provider and is subject to a different inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to increase pupils' progress further by making sure that:
 - teachers' marking of pupils' work provides them with clear information about what they have done well and what they need to improve
 - teachers check that pupils act on the feedback they receive through marking
 - pupils have more opportunities to develop their reading, writing and mathematics skills in subjects other than English and mathematics.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement in the Early Years Foundation Stage, and Key Stages 1 and 2 is good. Rapid improvement has been secured to the progress pupils make in reading, writing and mathematics. This has made sure that the fall in attainment seen in 2013 in the Year 2 assessments, and Year 6 national tests to below average has been reversed. Pupils' work and current checks on their progress for Year 2 and 6 shows that their attainment this year is broadly average.
- Pupils' positive attitudes to learning help them to make good progress in all year groups. An increasing proportion of pupils are reaching above average levels of attainment in reading, writing and mathematics. The most-able pupils are being suitably challenged to reach the higher levels of attainment that they are capable of.
- In 2013 Year 6 pupils who benefitted from extra government funding were four terms behind their classmates in mathematics and reading whilst being three terms behind them in writing. This gap has been closed and this year their attainment is very similar to that of other pupils.
- Across the school the progress made by disabled pupils and those with special educational needs has increased. These pupils are supported well in lessons and some receive individual or small group help targeted at their specific need. This approach is effective and allows these pupils to make good progress and achieve as well as other pupils.
- The current rate of progress being made in all year groups and by all groups of pupils reflects the success of the school's focus on ensuring equal opportunities for all pupils and eliminating any discrimination.
- Children start in the school's Nursery with knowledge and skills that are often below those typically seen. They are frequently well below in aspects of their personal and social development, and their communication skills. They make good progress because they are well supported by adults and experience a wide range of stimulating activities.
- Almost all Nursery children transfer into the Reception class. Targeted activities, for example in phonics (the sounds that letters make) make sure that they continue to make good progress. The proportion of children that reach a good level of development by the end of their reception year is increasing. Children are well prepared for Year 1.
- Improved phonics teaching in Years 1 and 2 has given pupils the confidence and skills to write words for themselves and to successfully tackle unfamiliar words when reading. For example pupils in Year 1 worked out how to write 'pesky' when describing the seagulls in the story 'The Lighthouse Keepers Lunch'.
- Reading has a high profile in all year groups. Those who find reading a challenge are provided with individual support to help them overcome their difficulties. By Year 6 pupils are reading a wide variety of fiction and non-fiction texts for pleasure.
- Pupils develop into confident writers. Resources are used well to show pupils how to make their writing more engaging. For example, pictures of the Elf kingdom of Rivendell from 'The Lord of the Rings' stimulated Year 6 pupils to write phrases such as 'the rolling mists of the dawn' and 'the morning sunlight glinted off the delicate ivy covered arches'.

- Pupils are secure in their handling of numbers and are regularly challenged to use their knowledge to solve problems. They confidently explain how they have arrived at their answers.
- The school has focused successfully on improving pupils' reading, writing and mathematics skills in English and mathematics lessons. Opportunities for pupils to use these skills in other subjects, and so see the relevance of their learning is limited.

The quality of teaching is good

- Good teaching is the norm in the school with some that is outstanding. Respectful and supportive relationships encourage pupils to 'have a go' and their efforts and ideas are valued. This creates a very positive environment that supports pupils' learning and their spiritual, moral, social and cultural development very well.
- Progress tracking information is used very well to plan activities that make sure pupils of different abilities are set work which is not too easy nor too difficult. Care is taken to make sure that pupils are clear about what they are expected to learn and how they will know when they have been successful.
- The use of questioning to check pupils' understanding and to push their learning forwards is effective. Teachers frequently ask pupils to explain their thinking and to share their ideas with others. Misconceptions are corrected quickly so pupils' learning does not stall.
- All adults contribute to the good management of pupils' behaviour so there is little disruption in lessons. The few pupils who struggle to behave well all of the time have detailed behaviour support plans. These help them to stay on task in lessons and minimise the chance of their hindering other pupils' learning.
- Skilled teaching assistants make a good contribution to pupils' learning in class and through the one-to-one and small group support they provide. They work in close partnership with teachers to help pupils of all abilities to make good progress.
- Good use is made of checks on children's progress in the Nursery and Reception classes to make sure that activities support children's learning well. Activities inside and outdoors provide good support for their early reading, writing and mathematical skills, as well as their personal and social development. Improved teaching and the many stimulating activities children engage in have sped up the progress they have made this year.
- The marking of pupils' work is not consistent within or between classes. Pupils are not always given clear information about what they have achieved and what they need to do next to improve. While the feedback pupils receive often asks them to make corrections or answer a question they do not always respond so errors are not addressed as quickly as they might be.

The behaviour and safety of pupils are good

- Pupils talk enthusiastically about their lessons. 'They are fun and everyone is nice to each other' is a comment that typifies their enjoyment of school. Pupils are keen to learn and work hard in lessons.
- The behaviour of pupils is good. They respond well to the school's high expectations and the consistent way in which adults apply the school's pupil management procedures. Pupils develop

supportive relationships with each other. They understand that some pupils find behaving well difficult and they are supportive and tolerant of them.

- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how to keep themselves safe in a variety of situations and know what to do if they are worried or are experiencing a particular difficulty. They are very confident that adults at the school will help them to resolve any issues they may have.
- Pupils say that bullying of any kind, including cyber bullying, is rare and that the school acts swiftly to resolve issues that do arise.
- Pupils feel able to contribute to the work of the school. Through the work of the school council they are able to voice their ideas and views. Pupils are keen to take on posts of responsibility and carry out their duties in a mature manner.
- Pupils appreciate the opportunities they have to engage in a range of additional activities during and after the school day. They particularly like their music lessons and the opportunities they have to be physically active in lessons, at break time and in after school clubs.
- Pupils work well together in lessons and listen respectfully to each other's ideas and views. The small amount of low level disruption in some lessons is managed well and is short lived.

The leadership and management are good

- The headteacher has been unstinting in her commitment to securing rapid improvement to teaching and pupil achievement. With the support of other leaders and governors the school's vision 'Believe and Achieve' has been successfully promoted and has raised the expectations of staff and pupils.
- Thorough systems for checking the quality of teaching and the progress being made by pupils have been introduced. This information is used effectively to inform the school improvement planning process and to set aspirational targets. Actions taken are regularly evaluated to check if they have worked. The next steps for improvement are planned swiftly in response to this information.
- The leaders of English, mathematics, the Early Years Foundation Stage and the provision made for disabled pupils and those with special educational needs have been essential to the successful implementation of the school's improvement plan. They have provided good support for other staff and have helped to establish a culture of high aspiration for all.
- Arrangements for setting targets for staff are very thorough. Teachers at different stages of their career receive the professional guidance and support they need to help them improve to enable the school to achieve its improvement goals.
- The school works closely with outside agencies to ensure pupils' personal and learning needs are met. Parents expressed their confidence in the school's work to support their children in their academic and personal development.
- Support from the local authority since the last inspection has been effective in helping the school to improve. Help to improve the teaching of writing and mathematics has been particularly successful.

- The school's arrangements for safeguarding meet requirements. Parents are confident that the school keeps their children safe and cares for them well.
- The subject range is broad and balanced and there are some notable additional opportunities such as music. There has been an appropriate focus on making sure that pupils' reading, writing and mathematical skills have improved quickly this year. However, there have been limited opportunities for pupils to make even better progress and to see the relevance of their learning by using and applying their skills in these subjects in other curriculum areas.
- The school's use of the Primary Sports Funding is beginning to impact on pupils' performance. For example, improved resources available at break times and extra after school provision has helped pupils to be more active.
- **The governance of the school:**
 - Since the last inspection the governing body has been reviewed and has acted swiftly on the findings. Governors work very closely with the headteacher, other leaders and staff to bring about rapid school improvement. They are knowledgeable, well informed and able to hold the school to account for the quality of teaching and pupil achievement. The procedures they have introduced allow them to systematically evaluate what is going well in the school and what needs to be improved. Governors have a good understanding of the information about pupils' progress and understand the difference that additional funding is making to the performance of eligible pupils. Governors understand how salary progression is linked to additional responsibilities and teachers' performance and how different targets are set for teachers at different stages of their career. They understand the procedures for tackling underperformance. Governors are clear about the expected outcomes from their allocation of the Primary Sports funding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122559
Local authority	Nottinghamshire
Inspection number	441941

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	246
Appropriate authority	The governing body
Chair	Alastair Murray
Headteacher	Catherine Thornton
Date of previous school inspection	15 January 2013
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