

Thrybergh Fullerton Church of England Primary School

Inspection report

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| Unique Reference Number | 106933 |
| Local authority | Rotherham |
| Inspection number | 309268 |
| Inspection dates | 28 November 2008 |
| Reporting inspector | Mr Keith Bardon |

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 | Voluntary aided |
| Age range of pupils | 5–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 101 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Appropriate authority | The governing body |
| Chair | Mr K Hanson |
| Headteacher | Mr M Wheeler |
| Date of previous school inspection | May 2005 |
| School address | Church View Thrybergh Rotherham S65 4BL |
| Telephone number | 01709 850572 |
| Fax number | 01709 850572 |

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|---------------------------|------------------|
| Age group | 5–11 |
| Inspection date(s) | 28 November 2008 |
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and the effectiveness of the Early Years Foundation Stage (EYFS). The following issues were investigated: standards and achievement, personal development and well-being, and teaching and learning. Evidence was gathered from the school's self-evaluation; national published assessment data and the school's own assessment records, policies and minutes; observation of the school at work; interviews with senior members of staff and pupils; and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This small primary school takes most of its pupils from a disadvantaged area on the outskirts of the town. Almost all pupils are of White British heritage and with very few exceptions speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need is broadly average and rising. The school has achieved a number of awards including Healthy Schools, Activemark and Enterprising Learning. EYFS provision is made up of a mixed Reception and Year 1 class. Up to a third of children have had little or no pre-school experience when they first join the school.

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: 1

This is an outstanding school in which pupils achieve extremely well. By responding precisely to the needs of the individual, the headteacher and staff ensure that all pupils reach their full potential, both academically and personally. Pupils thoroughly enjoy the rich and varied experiences the school provides, describing it as a place in which they 'learn something new every day' with teachers who 'really listen to you' and who have the patience to 'go through something until you really get it'. Most parents are equally appreciative, commenting on the 'lovely family atmosphere' and the caring nature of the staff 'which brings out the best in children'.

From a low starting point on entry to the EYFS, pupils make outstanding progress as they move through the school. Standards rise quickly and by the end of Year 6 are exceptionally high in English, mathematics and science. Because year group sizes are small there are inevitably some variations in standards, but highly effective teaching and learning ensure that pupils consistently produce work of an excellent quality, relative to their abilities. The key skills of literacy and numeracy are taught extremely well and in ways that engage pupils and give them a desire to learn more. Standards in writing have proved the most difficult to raise but the school is relentless in its search for ever more effective methods and the initiatives currently in place are proving very successful. Pupils are writing stories and factual accounts of an increasingly good standard and the new methods are proving a huge hit with the boys in particular. While this teaching and learning programme has been skilfully introduced, it is relatively new and not yet fully developed.

Lessons are purposeful, interactive and busy. Using detailed subject knowledge, teachers plan lessons meticulously, adjusting them accordingly to ensure that pupils of different abilities are suitably challenged. Pupils respond well to this challenge, thinking hard and showing increasing independence as they grow older. In a mathematics lesson for Years 5 and 6, pupils were able to solve complex problems involving three-dimensional shapes because they had been instructed well, received effective support and had the will and confidence to succeed. Learning is made interesting by the wide variety of strategies teachers employ and pupils particularly enjoy the many educational games they play. The very effective way in which the exceptional curriculum links different subjects together gives pupils' learning meaning and substance. As a result, they develop a wide range of knowledge and skills, setting a firm foundation for their future learning.

Pupils' personal development is outstanding. Levels of attendance are excellent and pupils mature into self-assured young people who value their education. Their behaviour in and out of lessons is exemplary. They show considerable respect for staff and each other, readily helping around school whenever the opportunity arises. Pupils' social awareness is extremely well developed and they are sensitive to the needs of others. They value achievement, recalling with considerable pride the school's successes in various competitions. The school provides a wide range of opportunities for physical exercise and pupils participate enthusiastically. They are very clear why this is important to their well-being and recognise fully what constitutes a healthy diet. In addition to a very good range of basic skills, pupils acquire an excellent understanding of sensible financial management. Older pupils explain how loans and 'float money' have to be paid back before the profit from a

business project can be determined. Their expertise has been recognised with the achievement of the Enterprising Learning award.

Staff know pupils extremely well and provide them with a very high quality of care. All the required procedures for safeguarding are in place. Pupils feel valued and safe, secure in the knowledge that if they have any problems there is always someone at hand to listen and help. Provision for pupils with learning difficulties and/or disabilities is very well organised and enables these pupils to participate fully in lessons and to make excellent progress. Support staff play a key role in assisting and guiding pupils who have specific needs and in supporting those who need additional help. This is a school which is quick to react to changing needs, as shown, for example, by its decision to offer a 'calming room' which is soon to be opened for pupils who occasionally need a quiet space to retreat to. This is yet another example of the sensitive manner in which the school responds to all its pupils and includes them fully in everything it has to offer. Pupils' academic progress is checked thoroughly and reviewed regularly. Extremely efficient systems provide a very clear picture of how well each pupil is achieving. Teachers use this information extensively when planning the next steps in pupils' learning. Pupils know the targets they have to meet to improve their work and use these very productively to measure their own progress.

Leadership and management are outstanding. The wide range of experiences pupils are provided with belie the school's small size because staff, and the headteacher in particular, rigorously pursue all avenues open to them. Links with other schools and organisations are utilised extensively to enrich pupils' education and broaden their horizons. As result, the school makes a major contribution to community cohesion in the school and local communities and much further afield. Staff know that they work in a very effective school but this does not quell their desire to be even better. All aspects of the school's work are carefully checked by senior staff and governors and priorities for development thoughtfully planned so that the school maintains a fast pace of development. Since it was last inspected a number of senior staff have, for perfectly good reasons, been absent for lengthy periods. It says much for the cohesion of the school and the highly skilled leadership and management that the impact has been kept to an absolute minimum and the school has continued to develop at a rapid pace. The school's capacity to improve in the future is excellent.

Effectiveness of the Early Years Foundation Stage **Grade: 1**

The outstanding provision made for Reception children gets their education off to an extremely good start. Children's attainment on entry to school varies considerably year by year, but is often well below national expectations for children of this age. Meticulous planning and outstanding teaching enable children of all abilities to make excellent progress. Despite this, children's attainment is still a little below expectations for their age at the end of Reception. The caring and enthusiastic staff help children to settle into school very quickly. There is a very calm, but busy atmosphere throughout the day so children feel confident and safe and this leads to their excellent personal development. Children are encouraged to be independent and they concentrate very well for extended periods of time. Excellent relationships successfully encourage children to behave extremely well and to work and play very happily in the company of others. Staff extend children's communication and

language skillfully with well judged conversation and careful responses to what they are saying. Learning opportunities are planned with great care and imagination. First-hand experiences well matched to the needs of young learners encourage children's full participation and promote high levels of interest. Children thoroughly enjoy learning through action rhymes or taking a 'magic walk' to find treasure in a carefully constructed learning scenario. Leadership and management of the EYFS are exceptionally good and welfare requirements are fully met. The needs of children with learning difficulties and/or disabilities are quickly identified and with very effective support they make excellent progress.

What the school should do to improve further

- To ensure that standards in writing continue to rise, fully develop the successful teaching and learning programme recently introduced.

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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? | 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 capacity to make any necessary improvements | 1 |

Effectiveness of the Early Years Foundation Stage

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|---|----------|
| 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 EYFS? | 1 |
| How effectively are children in the EYFS helped to learn and develop? | 1 |
| How effectively is the welfare of the 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? | 1 |
| The standards ¹ reached by learners | 1 |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 |
| How well learners with learning difficulties and/or disabilities make progress | 1 |

Personal development and well-being

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|---|----------|
| 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 |
| 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 |

¹ 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.

The quality of provision

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

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 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 | 1 |
| The effectiveness of the school's self-evaluation | 1 |
| How well equality of opportunity is promoted and discrimination eliminated | 1 |
| How well does the school contribute to community cohesion? | 1 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 1 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 |
| 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



1 December 2008

Dear Pupils

**Inspection of Thrybergh Fullerton Church of England Primary School,
Rotherham, S65 4BL**

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school.

Yours is an outstanding school and I understand fully why you enjoy it so much. The school has a very friendly atmosphere because you all get on so well together. Your behaviour is exemplary. Everyone is polite and very well mannered. The respect you show for the staff and appreciation of all that they do for you shows a great deal of maturity. I was very interested to hear about the business project you are involved in. The knowledgeable and sensible approach you show to money management gives me a great deal of hope for your future. You grow into considerate and thoughtful young people and your personal development is outstanding.

You make excellent progress because you are extremely well taught and work very hard. You told us how the teachers make learning fun and when we visited lessons you were clearly enjoying the activities and keen to learn. The quality and range of experiences the school provides is excellent, particularly for a small school like yours. By Year 6 many of you are producing excellent work which is often much better than expected for your age. I was very pleased to hear that you find the new lessons for writing the school introduced a little while ago enjoyable and helpful. We discussed these with the school and suggested that, as they are proving so successful, further development would be useful. I am confident that you will approach anything the teachers introduce with your normal very high levels of enthusiasm.

Staff take extremely good care of you and I know you appreciate the help they give you. It was good to hear that you feel able to turn to them easily if you are having any problems or there is anything you need help with. The school is led and managed extremely well and every opportunity is taken to make your learning as interesting and worthwhile as possible. Thank you once again for a very enjoyable day and best wishes for the future.

Yours faithfully

Keith Bardon
Lead inspector