

Thorneyholme Roman Catholic Primary School, Dunsop Bridge

Trough Road, Dunsop Bridge, Clitheroe, Lancashire, BB7 3BG

Inspection dates 12–13 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well throughout the school from their different starting points.
- Children get a good start to their learning in the early years provision. They are well prepared to enter Key Stage 1.
- Teaching is good in all classes. Staff set work that engages pupils effectively in their learning and enables them to make good progress.
- Pupils are well known as individuals and receive very effective help and support if it is needed. This enables all pupils, including those who are disadvantaged or vulnerable, to make good progress and achieve well.
- There is a very positive climate for learning. Pupils enjoy coming to school, behave well and are keen to learn. They get on very well with one another and say they feel very safe and well cared for in school.
- School leaders, including governors, have a clear view of how well the school is performing and where it can do better. They have worked well together to improve the quality of teaching and raise pupils' achievement.
- The school's collaboration agreement with St Mary's Roman Catholic Primary School, Osbaldeston is very effective in helping the school continue to improve.
- Pupils' spiritual, moral, social and cultural development is promoted well.

It is not yet an outstanding school because

- Expectations of what pupils can achieve are not always high enough. Pupils, including the most able, are not always given work that is hard enough to enable them to make the best possible progress and reach the highest standards.
- Pupils have too few opportunities to use and apply their mathematical skills and knowledge to solve practical problems.
- Staff do not have enough opportunities to observe outstanding teaching in order to improve their own practice.
- In the early years, the outdoor learning environment is not used as effectively as it might be.

Information about this inspection

- The inspector observed teaching and learning on eight occasions. One lesson was observed jointly with the headteacher.
- Meetings were held with the headteacher, teachers and with four governors, including the Chair and vice-chair of the Governing Body. The inspector also met a representative of the local authority.
- The inspector met a group of pupils and also spoke informally to other pupils in lessons and during break and lunchtimes.
- The inspector looked at the work pupils were doing in lessons and in their books over time. He listened to pupils read and talked to them about their enjoyment of reading.
- The inspector observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and information about teachers' performance. He also looked at records relating to behaviour, attendance and safeguarding arrangements. The minutes of governing body meetings were also considered.
- There were too few responses to the online Parent View questionnaire to analyse, but the inspector considered 7 responses by parents to a survey conducted by the school in February 2015. He also considered 11 responses to the staff questionnaire.

Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is very much smaller than the average-sized primary school, with 28 pupils coming from 17 families.
- Pupils are taught in three classes, one comprising Reception and Key Stage 1 pupils, one comprising Year 3 and Year 4 pupils and the other Year 5 and Year 6 pupils. In the afternoon Key Stage 2 pupils are taught in one class. Children attend full time in the Reception year.
- Almost all pupils are from White British backgrounds.
- The proportion of disadvantaged pupils is well below the national average. These are pupils supported by the pupil premium, which is funding for pupils known to be eligible for free school meals and those looked after by the local authority. There are currently no pupils known to be eligible for free school meals in the school.
- The proportion of disabled pupils and those with special educational needs is above the national average, and includes some pupils with complex needs.
- The executive headteacher joined the school in September 2013. She is also the headteacher of St Mary's Roman Catholic Primary School, Osbaldeston. There is a formal collaboration agreement between the two schools.
- One teacher joined the school in November 2014 and the deputy headteacher joined in January 2015.
- The government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6, do not apply in this school.

What does the school need to do to improve further?

- Further improve the quality of teaching and raise pupils' achievement, so that more pupils make the best possible progress, by making sure that:
 - expectations of what pupils can achieve are always high enough
 - the work set is always hard enough so that pupils, including the most able, are consistently challenged to make the best possible progress and achieve the highest standards
 - pupils have more opportunity to use and apply their mathematical skills and knowledge to solve practical problems in mathematics lessons and across the curriculum
 - staff have more opportunities to observe outstanding teaching in order to improve their own practice.
- Improve the quality of provision in the early years by ensuring that the outdoor learning environment is used more effectively to promote children's learning.

Inspection judgements

The leadership and management are good

- Leadership and management, including governance, are good. The executive headteacher leads the school purposefully and effectively, and is supported well by staff and governors. This small school is a very calm, orderly and happy community.
- School leaders have a clear view of how well the school is performing and where it can do better. All staff readily and successfully take on responsibilities and act as middle leaders. Together, their actions have led to improvements in the quality of teaching and raised pupils' achievement.
- School leaders have an accurate view of the quality of teaching. The school improvement plan is focused clearly on further improving teaching and raising pupils' achievement.
- Staff are working increasingly successfully with the partner school, including sharing training to improve the quality of teaching. However, as yet there are too few opportunities for staff to observe and share outstanding practice in order to improve their own performance.
- The school knows its pupils very well as individuals. There are effective systems to check on the progress that each pupil is making. All staff make good use of information about pupils' attainment and progress, and any underachievement is quickly recognised and addressed by providing extra help or support, if it is needed.
- There are very few disadvantaged and vulnerable pupils in the school, but pupil premium funding is spent effectively to support their learning in the classroom or individually. The school's provision for pupils who are disabled or have special educational needs is very strong. As a result, these pupils achieve well. This shows the school's successful commitment to equal opportunities for all pupils.
- Information about pupils' achievement is taken into account when judging how well teachers are performing and making recommendations about their pay.
- The curriculum is well planned, engages pupils effectively in their learning and promotes good behaviour. However, there are too few opportunities for pupils to use and apply their mathematical skills in mathematics lessons and in other subjects.
- The curriculum is enhanced by a widening range of activities, clubs, trips and visits including sport, music, drama and culture. Some of these activities take place together with the partner school. For example, older Key Stage 2 pupils were looking forward to a residential outdoor activities trip and others spoke about visits to museums, theatres and a trout farm.
- The curriculum makes a good contribution to pupil's strong spiritual, moral, social and cultural development. It tackles discrimination positively and fosters good relations. There is a set of core values that are understood well by all pupils. Pupils are tolerant and understanding, and show an increasing awareness of other religions and cultures. For example, an African drummer recently visited the school and a multi-faith visit to Preston will take place shortly. British values are addressed well in lessons and through activities and assemblies. For example, the school held a mock election to coincide with the general election.
- The school's safeguarding arrangements meet statutory requirements. Staff and governors' training is up to date and systems and procedures are implemented effectively.
- The school is using the additional primary school sport funding successfully to improve the quality of physical education in the school. All pupils participate in swimming, and specialist coaches take lessons and train staff. Some activities are run jointly with the partner school. This has broadened the range of sporting activities offered. As a result, more pupils now take part in sporting activities and the school participates in a wider range of sporting competitions. This is having a positive impact on pupils' physical well-being and healthy lifestyles.
- The local authority has provided effective monitoring and support for the school. This has contributed to improving the quality of teaching and raising pupils' achievement.
- **The governance of the school:**
 - Governors have a very clear picture of how well the school is doing and where it needs to improve. They have a good understanding of data about pupils' attainment and progress and analyse this incisively. Governors are well informed about the quality of teaching and understand the link between teaching and pupils' achievement. They know how pupil premium funding is spent and the impact it is having on the achievement of the few disadvantaged pupils in the school.
 - Governors have taken effective action to overcome some of the problems of the school's small size by entering into a formal collaboration agreement with St Mary's Roman Catholic Primary School, Osbaldeston. This arrangement is having a positive impact across many areas of school life, notably in improving and securing the sustainability of the school's leadership and management.

- Governors are very supportive of the school, and make frequent visits in a variety of capacities. They challenge the school and hold it to account through an effective sub-committee structure and by asking 'awkward' questions. They set challenging targets as part of the headteacher's appraisal and make sure that pupils' performance is considered when making decisions about teachers' pay. Governors ensure that the school's finances are sound and well managed. They are clear that they meet all statutory duties, including those related to safeguarding.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite and considerate, and say that everyone gets on well together in this small school. They have positive attitudes to learning and are keen to do well, which has a strong impact on their achievement.
- Pupils take pride in their work and behave well in lessons, so that learning typically proceeds smoothly and without interruption.
- School records and discussions with pupils show that there are few instances of poor behaviour, and that there have been no racist or discriminatory incidents in recent years. Pupils know how they are expected to behave and say that if pupils misbehave, staff sort it out quickly and fairly.
- The inspector observed good behaviour in lessons and around the school. Pupils mix well, play enthusiastically and safely together during breaks and behave sensibly and responsibly at lunchtime.
- Pupils take on responsibility in a variety of ways. For example, there is an active school council; pupils help to run the gardening club and older pupils look after younger children at various times. This contributes to their strong spiritual, moral, social and cultural development.
- Pupils say that they enjoy coming to school and are proud of it. Attendance has risen and is above average.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel very safe in school and are very well cared for.
- Pupils have a good knowledge of the different forms of bullying, and understand the difference between bullying and falling out. They say that there is no bullying in school at the moment and are confident that staff would sort it out very quickly, if it occurred.
- Pupils know how to keep themselves safe in different situations, including a good understanding of issues related to e-safety.
- Parents who responded to the school's questionnaire were positive about the school. All think that their child enjoys school and that the school meets their child's needs.

The quality of teaching is good

- The quality of teaching over time is good across the school. This was confirmed by the work in pupils' books and the school's own checks on the quality of teaching and records of pupils' progress. This reflects that all groups of pupils make good progress during their time in the school.
- Staff know pupils well as individuals and relationships in the classroom are positive and productive. Staff are skilled in the demands of teaching mixed-year group classes and set work that engages pupils effectively in their learning. As a result, pupils say that they 'learn a lot' and enjoy lessons because they are 'informative, fun and interesting'.
- Key Stage 2 pupils, for example, greatly enjoyed researching and producing a fact sheet about Roman roads. Their interest had been sparked by a visit from a 'Roman soldier' as part of the school's enrichment programme. Pupils showed good research skills, had to think carefully about what they were doing and made good progress.
- Reading is taught effectively and pupils make good progress. Staff ensure that pupils read regularly at a suitable level, both at school and at home.
- The teaching of writing has improved since the previous inspection. Pupils have many opportunities to write in a variety of styles across the curriculum and there is an appropriate focus on spelling, punctuation and grammar.
- Mathematics is taught well and pupils' numeracy skills are well developed. However, staff do not give

pupils enough opportunity to use and apply these skills to investigate and solve practical problems.

- The quality of marking and feedback is improving. Staff mark pupils' work regularly and increasingly effectively. They use praise to motivate pupils and give clear guidance on what pupils need to do to improve their work. Pupils are given time to respond to this advice during the school's well-named, 'fixit' time.
- Although teaching is good overall, it is not yet outstanding. Staff typically have clear expectations of what pupils can achieve, but these are not always high enough. Staff do not always ensure that the work set is challenging enough for pupils, including the most able, to learn as well as they could. Pupils are not always given work that is hard enough to enable them to make the best possible progress and reach the highest standards.
- Teachers and teaching assistants work very closely together to support the learning of disadvantaged and vulnerable pupils, some of whom have complex needs. This support is very well focused and effective, and ensures that these pupils are fully involved in all activities and make good progress. This is a clear strength of teaching and shows the school's successful commitment to equal opportunities for all pupils.

The achievement of pupils

is good

- Pupils make good progress during their time in the school. From starting points when they join the Reception Year that are generally around or below those typical for children's ages, pupils reach above average standards by the end of Year 6. However, test results can vary from year to year, because of the small number of pupils and the wide range of abilities within each year group.
- Standards at the end of Key Stage 1 in reading, writing and mathematics have risen since the previous inspection and were above average in 2014. This shows good progress from pupils' starting points. Evidence from observing learning in lessons and analysing pupils' work confirms that pupils in Year 1 and Year 2 are currently making good progress.
- Standards at the end of Key Stage 2 have also improved since the previous inspection, although they fell in 2014. Very small numbers of pupils mean that it is not possible to analyse any one year's results reliably. However, over the last two years, all pupils eligible for the national tests have made the progress expected of them in reading, writing and mathematics, and the proportion making better than expected progress has been above average. Current Year 6 pupils are on track to achieve similar results.
- Inspection evidence and the school's most recent data show that all Key Stage 2 pupils are making good progress and achieving well.
- Pupils make good progress in reading because they are taught well and have opportunities to read regularly. Pupils' knowledge of phonics (letters and the sounds they make) is very secure. All pupils have reached the expected standard in the Year 1 national screening test for phonics for the last two years.
- Pupils' writing skills have improved markedly since the previous inspection. Pupils' work shows good examples of creative and imaginative writing and a good grasp of spelling, punctuation and grammar.
- Pupils achieve well in mathematics. They have secure basic numeracy skills, but do not have enough opportunity to apply these skills to solve practical problems in real-life situations. This holds them back from even higher achievement.
- The most able pupils make good progress by the time they leave school. However, in common with other pupils, they are not always given work that is challenging enough to enable them to make the best possible progress.
- There are very few disadvantaged pupils in the school, but their progress is checked on carefully and pupil premium funding is used effectively to support them. There are too few pupils known to be eligible for this funding to comment on their achievement and progress compared to others.
- There are few disabled pupils or those who have special educational needs in the school, but some pupils have complex needs. Their progress is also checked on carefully and they receive very well-targeted support from teachers and teaching assistants. As a result, they learn well and make good progress.

The early years provision

is good

- Most children join the early years with skills and knowledge that are around or below those typical for their age. However, this can vary from year to year, because of the small number of children.
- Children make good progress and catch up quickly from their individual starting points. The proportion who achieved a good level of development at the end of the Reception year was above average in 2013,

although it fell in 2014. Children are well prepared to enter Key Stage 1 and the mixed year group class ensures a very smooth transition.

- Children behave well and show good attitudes to learning in a safe and caring environment. They listen carefully, concentrate and work well together and show concern for others.
- The quality of teaching is good. Staff know children very well and ensure that learning activities are purposeful and well focused and that children are fully involved in their learning. Children have access to a broad range of activities in a stimulating environment. However, although staff plan some good activities outdoors, there are too few that encourage children to continue their learning to the same level as indoors.
- Staff check on children's progress regularly and use this information to plan activities to extend children's learning. Staff work effectively to meet the needs of individual children. Any disadvantaged or vulnerable children are very well supported and make good progress.
- There are strong links with parents and increasingly with local nursery providers. This enables children to settle quickly into the early years provision.
- The early years provision is led well. Staff are well trained and know how well children are doing. The early years leader is new to the school, but has a clear view of what needs to be improved so that children can make outstanding progress.

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	119689
Local authority	Lancashire
Inspection number	461706

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	28
Appropriate authority	The governing body
Chair	Amanda Parker
Headteacher	Judith Metcalfe
Date of previous school inspection	5 March 2012
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