



# Thornton in Craven Community Primary School

Inspection Report

**Unique Reference Number** 121421  
**LEA** North Yorkshire  
**Inspection number** 281010  
**Inspection dates** 18 January 2006 to 19 January 2006  
**Reporting inspector** Mrs Rosemary Rodger CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Cam Lane
<b>School category</b>	Community		Thornton-in-Craven
<b>Age range of pupils</b>	4 to 11		Skipton, North Yorkshire BD23 3SX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01282 843381
<b>Number on roll</b>	60	<b>Fax number</b>	01282 841463
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Sheila Jackson
<b>Date of previous inspection</b>	11 December 2000	<b>Headteacher</b>	Mrs Karen Hawkins (Acting)

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 18 January 2006 - 19 January 2006	<b>Inspection number</b> 281010
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## **Introduction**

The inspection was carried out by an additional inspector.

## **Description of the school**

This is a small, three class primary school providing education for boys and girls aged between 4 and 11 years. It is situated in an area of socio-economic advantage. On entry to the school pupils' attainment is slightly above that usually seen. No pupils come from minority ethnic groups or are eligible for a free school meal. A below average number of pupils have learning difficulties and/or disabilities. The school has a healthy schools award and is part of a school centred initial teacher training (SCITT) group. At the time of the inspection the school had an acting headteacher.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. The judgement matches the school's own evaluation of its effectiveness. Parents are justified in the confidence they have in the school and it is held in high esteem in the village. Pupils enjoy school and are keen to improve their work. Teaching is good and enables pupils to make good progress and leave school with high standards. Satisfactory teaching in the Foundation Stage helps children to settle into the routines, but the outdoor area is poorly matched to their needs. The wide age range in classes poses planning problems which are not always tackled successfully. The use of information and communication technology (ICT) to enrich teaching, learning and preparation is hampered by a lack of resources. The curriculum is good and effectively enriched by popular out of school clubs and events. Pupils' care, guidance and support are given a high priority so that pupils are safe in school. The acting headteacher has successfully taken on the leadership role. She has acted quickly to rectify weaknesses and is well supported by a very committed governing body. Improvement since the last inspection has been hampered by staffing problems, but is now satisfactory. Under the present leadership, the school has a good capacity to move forward. Value for money is good.

### What the school should do to improve further

- Continue to improve to the quality of teaching and learning by ensuring more use of ICT and a closer match of work to the wide range of pupils.
- Improve the outdoor provision in the Foundation Stage.
- Make better use of targets so that pupils understand better what they need to do to improve.

## Achievement and standards

### Grade: 2

Children start school with standards above those expected for their age. They enjoy school and make satisfactory progress and exceed the standards expected by the end of the Reception year. A strength of the school is the consistently well above average results in national tests at the end of Key Stage 1, although the higher attaining pupils have not always achieved so well. Results have been outstanding at the end of Key Stage 2 for the past three years, with especially high results for the more able pupils. The school exceeded its challenging targets last year. The school has successfully tackled the attainment of the more able pupils in Key Stage 1 with detailed analysis of test results and additional support for groups of pupils. As a result, the progress of the pupils in Key Stage 1 has accelerated and they are now exceeding expected levels. Pupils of all abilities make good progress in Key Stage 1 and 2 and standards are high. Many of the pupils with learning difficulties and/or disabilities make good progress to reach levels expected for their age.

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

### **Grade: 2**

Personal development and well-being are good. The above average attendance reflects the pupils' enjoyment of school and the after school clubs that have started recently. Attitudes and behaviour are consistently good. Pupils listen and concentrate well in lessons. Behaviour in lessons and around school is good. Pupils will not tolerate bullying and older ones take good responsibility for ensuring that this does not take place. Pupils' views are sought and have been acted upon by, for example, providing a friendship base in the playground and improving the outdoor environment to provide an area for games. The school council is effective and makes things happen. Pupils feel safe due to the care and concern shown by adults. They like the healthy school dinners. The spiritual, moral, social and cultural development of pupils is good. The school has a climate in which all pupils can grow and flourish, respect others and be respected. A daily act of collective worship and planned lessons promote personal and social development well. Pupils are encouraged to take responsibility, for example, deciding which charity to support each year.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory and improving. The strengths of teaching and learning are: the diligent marking of pupils' work, especially in the mixed age Year 1 and 2 classes; the good match of work in the class of younger pupils to meet the wide age range in the class; the challenging questioning in Years 5 and 6 and effective recall of previous learning. There are good opportunities provided for pupils to take responsibility for their learning. Areas for development include: too little use of ICT to support planning and teaching and learning and sometimes work does not match the wide age range in each class. Assessment procedures have improved in recent months and are now good. The analysis of test data has been used to identify underachieving groups of pupils who receive additional support and to give challenging targets to more able pupils, as well as targeted support for pupils with learning difficulties and/or disabilities. Teaching and learning in the Foundation Stage are satisfactory with good features. The effective use of support staff ensures the youngest children choose what they want to do and have carefully planned play activities as well as well targeted group work to acquire basic literacy and numeracy skills. An outdoor area is available, but is inadequately resourced, for example, there is no equipment for physical development and the space is very small.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and meets statutory requirements. A high priority is given to promoting the basic skills of literacy and numeracy. Changes to the ICT systems in

school mean there is limited provision for ICT in some classes. This is soon to be rectified. The curriculum is carefully planned to avoid overlap of content for pupils. Visits and visitors enrich the curriculum very well. Pupils enjoy a wide range of outings, especially the residential visits and weekly trips to a nearby centre for physical education. They enjoy the recently introduced out of school clubs, such as the guitar club. Pupils make a good contribution to the local community through the concerts and carol service in the village. The Foundation Stage curriculum covers all the required areas for learning, but the outside area needs to be more purposeful and exciting.

## **Care, guidance and support**

### **Grade: 2**

The school takes good care of its pupils in a calm and supportive atmosphere. Staff are fully committed to pupils' welfare and to helping them develop healthy lifestyles. Child protection procedures are well established and understood by all staff. Risk assessments are thorough and safety hazards have been attended to. Arrangements to safeguard vulnerable pupils are regularly reviewed. Parents are very happy with the care, guidance and support their children receive. Children settle quickly as they start the school because of the caring and friendly welcome they receive. Pupils have books in which they record their progress in literacy and numeracy on a regular basis. Some pupils are unclear about the purpose of the targets provided in their books and how they can help them to improve their work. The support for pupils with learning difficulties and/or disabilities is good.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The acting headteacher has established a clear direction for the school's development in a supportive and caring manner. Equality of opportunity is strongly promoted and the management of the needs of all pupils is good. The school evaluation form and development plan provide a rigorous and accurate record of the strengths and strategies for promoting improvement. The views of pupils and parents are valued and included in the self-evaluation. Actions to raise standards and achievement demonstrate a good capacity for the school to move forward. Parents speak very favourably of the impact made by the headteacher since her very recent temporary appointment. Provision in the Foundation Stage has improved and is now satisfactory, as a result of intervention and support by the local authority, visits to schools and training for staff. Assessment data has been analysed. A potential shortfall in the budget has been managed well through prudent actions of the headteacher with the support of the governing body. The recently appointed chair of the governing body has restructured it. Governors are highly committed to the school and use their expertise well to lead improvements, for example, through the purchase of additional land to provide a playing field. The school has a good capacity to improve under its current leadership following a period of considerable instability and staff changes. Value for money is good.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.



**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

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

Thank you for welcoming me into your school. I had a great time and enjoyed watching your lessons and talking to you. I am writing to tell you what I found out when I inspected your school.

What I liked about your school

- You behave very well, concentrate and work hard in lessons.
- You reach high standards in the literacy and numeracy tests you take each year.
- You are very well looked after, eat healthily and take part in games and sports to keep fit.
- The headteacher works hard to improve your school.
- The governors are very clever to have worked to get the land to make a playing field for you.

What needs to be improved

- The outdoor area for the youngest children in school is not very exciting.
- The computers and interactive whiteboards need to be working and used in your classes all the time.
- You need to understand more clearly what you need to do to improve your work.

I hope you continue to enjoy school, especially the new playing field that is being made for you.