

# Thrybergh Primary School

Oldgate Lane, Thrybergh, Rotherham, South Yorkshire, S65 4JG

**Inspection dates** 6–7 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Pupils' achievement is inadequate. Standards in English and mathematics have been low for the past two years in Key Stage 2. Standards for boys are significantly below those of girls. Current standards are not improving quickly enough.
- Pupils overall, and those with special educational needs, make inadequate progress in Key Stage 2 given their starting points at the end of Key Stage 1.
- In Key Stage 2, too many teachers do not set work that is well matched to pupils' abilities. A number of teachers spend too long explaining things and pupils are not given enough time to practise their skills. As a result, pupils become bored, lose concentration and so their behaviour requires improvement.
- In Key Stage 2, too few pupils have targets which they understand or receive good enough guidance which tells them how to improve their work to a higher level.
- Marking does not always tell pupils how to improve. Pupils do not have enough opportunities to respond to what is said.
- Teachers' expectations of how well pupils will write in topic work are not high enough.
- The school has not been successful enough in reducing the proportion of pupils who are persistently absent.
- Senior leaders and governors do not have an accurate view of the school's performance, believing it to be far better than it is.
- The school's capacity to bring about the necessary improvements quickly enough without external support is weak. Leaders have not been effective in tackling weak teaching quickly enough. The quality of teaching and pupils' achievement have declined since the previous inspection.
- Subject leaders' roles are underdeveloped. They are not given enough opportunities to check up on the quality of teaching, and this limits their ability to evaluate and improve the school's performance.
- Governors do not hold school leaders sufficiently to account.

### The school has the following strengths

- Pupils make good progress in the Early Years Foundation Stage and in Key Stage 1 due to good teaching.
- This is a caring school which looks after its pupils exceptionally well.
- All pupils get on very well together.

## Information about this inspection

- The inspectors observed parts of 11 lessons including one which was observed jointly with the headteacher. The inspectors also made a number of shorter visits to classrooms and carried out other activities to investigate how well pupils are learning.
- Meetings were held with groups of pupils, staff, the school’s senior staff and three members of the governing body. A meeting was also held with a representative of the local authority, accompanied by a headteacher of a nearby school who is currently working with the headteacher in relation to school improvement.
- The inspectors heard pupils read and looked at the work of a range of pupils.
- Too few responses were received to analyse in the on-line questionnaire (Parent View). Responses from the 17 questionnaires from staff were considered.
- The inspectors looked at some of the school’s documents, including those relating to safeguarding, data on pupils’ past and current progress, attendance figures, records showing how school leaders evaluate teachers’ performance and how the pupil premium funding is spent. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.

## Inspection team

John Dunne, Lead inspector

Additional Inspector

Sandy Dixie

Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- Thrybergh is smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils supported through the pupil premium is well above average.
- The proportion of disabled pupils or those with special educational needs supported at school action is broadly average. The proportion supported by school action plus or with a statement of special educational needs is above average.
- The school does not meet the government's current floor standard that sets the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve the quality of teaching in Key Stage 2 classes so that pupils' attainment rises quickly and they make at least good progress by ensuring that:
  - teachers have higher expectations of what pupils can achieve
  - all teachers set tasks that are appropriately challenging and matched closely to pupils' needs and abilities, particularly for boys
  - pupils do not spend too long listening to teachers, so that they have greater opportunities to work on their own or in groups and maintain their concentration
  - pupils understand their targets, know how they are doing in meeting them, and know how to improve their work to a higher level
  - teachers' marking of pupils' work gives pupils detailed information about what needs improving and teachers give them time to practise it again, so that they can learn from their mistakes
  - teachers insist that in all subjects, pupils produce writing to the highest standard of which they are capable and that they present their work well
  - teachers, particularly those in Key Stage 2, are given the opportunity of observing and learning from the outstanding teaching which exists in school.
- Raise the achievement of disabled pupils and those with special educational needs in Key Stage 2 by:
  - ensuring that these pupils receive the right type of support which is tailored to their individual needs
  - improving the use of assessment information to check on their progress more rigorously.
- Urgently improve the effectiveness of leadership and management, including governance, by ensuring that:
  - the headteacher and other senior leaders have an accurate view about what needs to be improved and have clearer plans as to how improvements will be achieved
  - the curriculum is more effective in capturing the interest of boys and so enables them to

improve their learning

- when the headteacher and other senior leaders check the quality of teaching, they identify more precisely the improvements needed, what needs to be done to bring these about and check more regularly that these measures are working
- more effective measures are put in place to reduce the number of pupils who are persistently absent
- subject leaders for English and mathematics are given the opportunity to check the quality of teaching and learning in their subjects so they become more effective in evaluating the school's performance and raising achievement
- governors receive clear and accurate information about the way teachers' performance is managed and how teachers are rewarded
- an external review of governance is conducted to assess how this aspect of leadership and management may be improved, so that governors develop the skills needed to hold leaders and managers effectively to account for improving the school.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Pupils' achievement is inadequate because:
  - pupils' standards in English and mathematics in Key Stage 2 are too low
  - pupils overall make inadequate progress in Key Stage 2 given their starting points from the end of Key Stage 1
  - in Key Stage 2, the standards for boys in English and mathematics are significantly lower than those of girls. In addition, disabled pupils and those with special educational needs make inadequate progress. These gaps are not closing quickly enough, indicating the school is not promoting equality and tackling discrimination effectively.
- Children join the Early Years Foundation Stage with skills that are well below those normally expected. They make good progress throughout the Early Years Foundation Stage, including in their reading development and understanding of numbers. This is because activities interest and challenge them. They develop early literacy skills well because of the good quality teaching of phonics (letters and the sounds they make). This provides children with a solid foundation for developing their reading, writing and number skills when they start Year 1.
- Due to good teaching, this good progress continues throughout Key Stage 1, enabling pupils to reach standards in reading, writing and mathematics which are broadly average by the end of Year 2.
- This good progress is not maintained in Key Stage 2, where pupils' standards in English and mathematics for the past two years have been consistently low, with around one third of pupils not reaching the nationally expected levels at the end of Year 6. This is much higher than the proportion that does not reach them nationally.
- During the inspection, in the majority of lessons seen in Key Stage 2, pupils' progress was either inadequate or requiring improvement. The school's data for the current year shows that pupils are making inadequate progress overall in Years 4, 5 and 6.
- The most recent work in pupils' English and mathematics books shows there are small signs of improvement. However, lower standards of writing seen in other books showed that pupils are not effectively applying this essential basic skill well enough in all subjects. Teachers do not always expect that pupils will write to a good enough standard. The way pupils present their written work in their topic books for example, is poor.
- Standards in reading are broadly average at the end of Key Stage 1 but below average at the end of Key Stage 2.
- The majority of disabled pupils and those who have special educational needs do not make the progress expected of them. This is because their progress is not rigorously checked, and the additional support pupils receive is therefore not precisely matched to their needs..
- In the past, the gaps in attainment between pupils known to be eligible for the pupil premium and others have sometimes been too wide. In Year 6 in 2012, for example, the attainment of those pupils known to be eligible for free school meals in English and mathematics was about one year behind other pupils in the school and around two terms behind similar pupils nationally. Leaders have now improved the way in which the funding for pupils known to be eligible for the pupil premium is used to raise pupils' attainment and this is helping to narrow the previous gap. School data and inspection evidence show that pupils supported by pupil premium funding are now making better progress, particularly in English.

### The quality of teaching

### is inadequate

- Although some teaching is good and outstanding, too much requires improvement or is inadequate in Key Stage 2. There is not enough good teaching to ensure that the gaps in pupils' skills and knowledge are addressed quickly enough in order to accelerate pupils' learning and

raise standards at the end of Year 6. Senior leaders do not have the skills necessary to take effective action to eradicate inadequate teaching. Teachers, particularly in Key Stage 2, are not given the opportunity to observe the outstanding teaching that exists in the school.

- Teachers do not always have high enough expectations of what pupils can achieve or the amount of work pupils can do in a lesson.
- Pupils of different abilities are too often expected to do work that is very similar to that of other pupils and sit through explanations they do not need, because they already know what to do. In a writing lesson, for example, pupils of all abilities were doing the same tasks designed to improve their skills in persuasive writing. Pupils did no written work for 35 minutes and during that time the teacher's explanations did little to extend their understanding. Those who clearly understood the concepts were held back; they were unable to work independently and were prevented from making the rapid progress of which they were capable.
- Teachers set targets for pupils to aim for, but these are not effective because the pupils do not clearly understand them. In addition, pupils are not given clear enough guidance about what they have successfully achieved or what they need to do to move them on to higher levels of attainment.
- Most, but not all, teachers mark pupils' books regularly. Typically, marking indicates three things pupils have done well and an area to improve. Pupils do not always understand these improvement areas and they are rarely given the chance to correct or amend their work and so they repeat the same mistakes.
- Despite knowing that boys are achieving far less well than girls, teachers have only just begun to adapt some of their lessons to make the tasks more appealing to boys so that they are more interested and hence do better.
- The school's systems for monitoring pupils' progress are relatively new. Not all teachers are skilled in using this good information about pupils' progress to plan lessons or to identify and remedy underachievement, particularly for disabled pupils and those with special educational needs.
- In the Early Years Foundation Stage and in Key Stage 1, teaching is good. Phonics, in particular, is taught well and underpins the good progress pupils make in these classes.

### The behaviour and safety of pupils

### requires improvement

- Despite teachers' good relationships with their pupils and their effective management of pupils' behaviour in class, pupils' attention wanders when they are inactive for long periods, such as when they have to listen to staff for too long.
- Too many pupils do not come to school often enough. School staff and the education welfare officer work diligently to try to remedy this but their efforts have proved ineffective.
- Pupils are polite and welcoming to visitors. They are mature, cooperate well and respect one another when working in groups. Pupils of different ages play sociably together during break and lunchtimes. The harmonious relationships between pupils are key strengths of the school.
- Pupils said that the school provides a very safe and caring environment for them. They have a good understanding of the consequences of inappropriate conduct and most pupils respond well to these, so in most lessons learning is not disrupted by poor behaviour.
- Many pupils act as helpers around school and 'dinner buddies'. Pupils find this helpful in sorting out minor problems between pupils if they do occur.
- Pupils have a good understanding of a wide range of faiths and cultures.
- Pupils are well informed about the different types of bullying that they may come across. They say that bullying almost never occurs in the school. They have good understanding of how to stay safe including, for example, how to keep safe when using new technologies.

### The leadership and management

### are inadequate

- Leadership and management are inadequate because:
  - standards in Key Stage 2 have fallen significantly since the previous inspection and too many pupils are underachieving
  - leaders fail to tackle weak teaching with enough urgency and teaching has deteriorated since the previous inspection, particularly in Key Stage 2, and is now inadequate
  - senior leaders and governors believe the school's performance is far better than it is
  - senior leaders have not been effective in reducing the number of pupils whose attendance is particularly low
  - leaders have not ensured that the curriculum in Key Stage 2 meets the needs of pupils, especially for the boys and disabled pupils and those with special educational needs
  - governors have been aware of pupils' underachievement over time but have not held senior leaders to account to bring about the necessary improvements.
- The factors listed above demonstrate that leaders, managers and governors do not have the ability to improve the school quickly enough so that pupils achieve well, without external support.
- Checks made by the headteacher and other senior leaders on the quality of teaching are not thorough enough. Most records of lesson observations, including those used to manage the performance of individual teachers, include too little detail. They are mostly congratulatory and contain little about areas for improvement. Those improvement points that are identified are not followed up. As a result, the opportunities for the professional development of staff have been limited and this has slowed improvements in the quality of teaching. Arrangements to manage the performance of teachers are ineffective because too much teaching still requires improvement or is inadequate.
- The school may not appoint newly qualified teachers.
- Subject leaders for English and mathematics are skilled in their understanding of how to teach their subjects, but are not given enough opportunities to check on the quality of teaching or pupils' work in all classes. They have begun to introduce a number of well-thought-out strategies to improve learning, but these are very recent and have not had time to improve the outcomes for pupils.
- Senior leaders and governors have made effective use of the additional funding for pupils known to be eligible for the pupil premium and this is evident in their improving progress.
- The school gives pupils many opportunities to take part in a rich and enjoyable variety of out-of-school activities and trips including: Arts Week with artists in residence, Kew Gardens, the Second World War Eden Camp, Castleton Caverns, Sheffield Cathedral, Eureka and Manchester Science Museum. Such events contribute well to pupils' spiritual, social and cultural development.
- The local authority has been aware of weaknesses in pupils' achievement and has provided additional support from external consultants to improve teaching in mathematics. Recently, the local authority has arranged limited support from a local headteacher to work with the school on improving teaching and learning. Currently, these measures have had little impact on improving pupils' outcomes.
- **The governance of the school:**
  - The governing body does not ask the searching questions of the school that it needs to in order to make sure that teaching and the progress of all groups of pupils improves quickly and hold the school to account. Governors have taken no part in the performance management of teachers and so have been unable to manage the links between increases in salary and the improvements in teaching. Recently, the governing body has shown far greater resolve in bringing about school improvement. In conjunction with the local authority, governors have identified local schools with outstanding practice and been instrumental in the choice of the current external consultant. Governors make sure arrangements for safeguarding pupils meet current national requirements. They have also successfully overseen the use of the pupil premium funding, and are aware of its positive impact on this group of pupils. Governors ensure that the school's finances are managed effectively.

## 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

<b>Unique reference number</b>	130920
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	412545

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	185
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate Scott
<b>Headteacher</b>	Robin Linkens
<b>Date of previous school inspection</b>	16 June 2010
<b>Telephone number</b>	01709 850732
<b>Fax number</b>	01709 855385
<b>Email address</b>	thrybergh.primary@rotherham.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

