

# Inspection of Thrybergh Fullerton Church of England Primary Academy

Church View, Thrybergh, Rotherham, South Yorkshire S65 4BL

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Inspection dates: 12 and 13 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected

The head of school at this school is Hannah Lambert. This school is part of the Diocese of Sheffield Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Andrew Waldron, and overseen by a board of trustees, chaired by Huw Thomas. There is also an executive headteacher, who is responsible for this school and two others.

Ofsted has not previously inspected Thrybergh Fullerton Church of England Primary Academy as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

## **What is it like to attend this school?**

Pupils enjoy attending this kind and caring school. They learn to respect and care for others. Pupils welcome visitors to the school and have excellent manners. Older pupils use the same play areas as younger children and enjoy looking after them. Pupils benefit from the safe school environment they create alongside staff.

The school has high expectations for all pupils. More recent improvements to the curriculum have impacted positively on the progress pupils make. However, this progress is not reflected in the outcomes at the end of key stage 2. These results do not align with the strong quality of education pupils receive. The impact of the COVID-19 pandemic, alongside some unique circumstances, disproportionately affected this cohort of pupils.

Pupils behave very well in lessons. They are quick to engage with learning and keen to answer questions. They show an enthusiastic approach to their learning. In the early years, children enjoy the variety of stimulating activities in the learning environment. They get off to a very positive start in their school journey.

Pupils enjoy a wide range of clubs. These include a samba band and an art club. The school encourages all pupils to attend these clubs. It works closely with the more vulnerable pupils to help remove any barriers to their attendance.

## **What does the school do well and what does it need to do better?**

The school has invested significant time and expertise in the curriculum design. Pupils benefit from a well-sequenced curriculum that gradually gets more challenging. The school carefully considers how the curriculum in the early years foundation stage prepares children to progress to their next stage of learning. For example, children access a range of activities to develop their fine motor skills. This prepares them well to be able to hold a pencil as they get older.

Teachers deliver the curriculum consistently well. In mathematics, teachers ensure that pupils are fluent in their times tables. The school embeds opportunities for pupils to develop their problem-solving skills in every lesson. Pupils regularly justify their answer to a partner. This ensures that pupils can explain the strategy they use to find their answers.

Highly trained adults teach reading expertly. From the youngest age, children benefit from precise teaching. Comprehensive assessment strategies ensure that leaders know exactly where pupils are in their understanding of phonics. Adults provide immediate support to ensure that pupils are keeping up with the phonics programme. Pupils enjoy reading. They happily talk about the books they have read. Leaders ensure that books are challenging. Year 6 pupils enjoy reading texts such as *The Hobbit* and *Treasure Island*.

In some of the wider foundation subjects, the school has not identified the precise learning outcomes as sharply as in other subjects. While pupils benefit from well taught lessons, the most important learning is not as clearly identified as it is in mathematics and reading. This leads to some variability in what pupils remember.

The school supports pupils who have special educational needs and/or disabilities well. Teachers understand pupils' needs and address any barriers to their learning. In the early years, leaders have accurately identified that some children need additional support with their speech and language development. Adults address this through activities such as opportunities to recite nursery rhymes each day. Children in the early years love to learn. They benefit from well-designed activities that develop their knowledge. For example, children enjoy using different objects in the water area to practise addition to ten.

Pupils' attendance is good. Leaders put additional steps in place to support pupils and families where attendance is a concern. As a result, attendance is improving for most pupils.

The school ensures that pupils' personal development is central to the curriculum. Pupils enjoy taking on leadership responsibilities, such as being part of the school council. During road safety week, pupils lead assemblies to ensure that their peers know how to be safe. Pupils benefit from a wide range of educational visits. These include a Year 3 visit to Cresswell Crags as part of the history topic on the Stone Age.

Leaders, the trust, the diocese and the local school board unite to give pupils the very best education. The recent change to how the trust board oversees the quality of the school has been positive. The school is under increased challenge from the trustees. The school is rising to this challenge. Staff value the leaders in the school. They know leaders consider their workload and well-being. As a result, staff are proud to work in this nurturing school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some foundation subjects, the school's curriculum lacks sufficient detail. This means there are missed opportunities to emphasise the most important knowledge pupils need to remember. The school should ensure that the curriculum is consistently clear and detailed to focus on the most important knowledge that pupils need to be ready for the next stage of learning.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	141588
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10315577
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Huw Thomas
<b>Executive headteacher</b>	Amy Gurner
<b>Website</b>	<a href="http://www.thryberghfullerton.co.uk">www.thryberghfullerton.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected under section 5 of the Education Act 2005.

## Information about this school

- The school is designated as having a religious character; it is inspected under section 48 of the Education Act 2005. The last section 48 inspection of the school was in February 2015.
- Since the last inspection there has been a change in the executive leadership of the school.
- The school does not use alternative provision.
- The school is part of the Diocese of Sheffield Academies Trust.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, computing and mathematics. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in history, geography and writing.
- An inspector discussed the types of texts pupils read.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector met with members of the trust board, one of whom was a leader of the diocese, and members of the local school board.
- The lead inspector met with the CEO and the deputy CEO.
- A range of school documents were reviewed, including the school's self-evaluation and improvement plans.
- Inspectors considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View. Inspectors considered the views of pupils through meetings held with the pupils.
- Inspectors considered the views of staff through meetings and through their responses to Ofsted's online survey for staff.

### **Inspection team**

Andrew Gibbins, lead inspector	His Majesty's Inspector
Zoe Helman	His Majesty's Inspector

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Piccadilly Gate  
Store Street  
Manchester  
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