

Inspection of a good school: Purfleet Primary Academy

Tank Hill Road, Purfleet, Essex RM19 1TA

Inspection dates:

16 and 17 November 2021

Outcome

Purfleet Primary Academy continues to be a good school.

What is it like to attend this school?

Pupils feel happy and safe at school. They know what bullying is, but do not feel it is a problem at this school. They are taught how to stay safe, including who to speak to if they have any concerns. They know that if they are worried about something, staff will support them.

Pupils have a well-developed sense of right and wrong. They are kind and considerate. They demonstrate 'respect and responsibility' in their behaviour at school. Pupils understand that some things are harder for some people than for others. They celebrate each other's successes. Pupils come from a wide range of different backgrounds, faiths and beliefs. They treat each other the same, regardless of their differences.

Pupils enjoy coming to school. They like playing with their friends. They appreciate the clubs and trips that the school provides. Pupils like the way staff treat them. Staff have high expectations and are kind, helpful and understanding.

Pupils want to learn. They listen attentively to teachers and use advice to improve their work. Pupils can learn without disruption as classrooms are peaceful and calm. They work hard and are proud of their school.

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

Leaders work in partnership with the school community. They support parents to help their children attend school more regularly. They identify individuals or groups of pupils who may need some additional support, such as with developing resilience or social skills. Leaders understand the challenges and barriers that exist for pupils. They are determined that pupils will experience a broad range of experiences and have every opportunity to succeed. Local resources, such as the River Thames and Heritage Centre, enhance the curriculum. Pupils get to see historical artefacts and memorabilia dating from the 18th century, building their historical knowledge.

Leaders have constructed a curriculum that helps pupils remember what they have studied. Leaders have carefully chosen what knowledge is taught in each subject. Pupils have lots of opportunities to revisit and recap on previous learning. They use this knowledge when learning new concepts. As a result, pupils do not get confused. They learn key knowledge and remember it.

From the early years upwards, pupils are taught the sounds that letters make. The rigorous, sequenced curriculum helps pupils to become confident, fluent readers. Pupils practise sounds regularly. They can apply the sounds they know to unfamiliar words. Books are matched to pupils' reading knowledge. This helps develop pupils' enjoyment of reading.

Pupils with education, health and care plans (EHC plan), receive one-to-one adult support, or adapted resources, to support learning. This helps pupils to access the curriculum. However, teachers do not adapt the way they teach some subjects to make sure all other pupils with special educational needs and/or disabilities (SEND) learn different subjects as well as they could. As a result, some pupils with SEND do not achieve as well as they are able to.

Staff have detailed knowledge of pupils. They take time to listen to pupils. They offer guidance but will seek more expert support if required. Staff treat pupils with respect.

The positive reward systems in place work effectively. Pupils respond well to their 'signature booklets'. They understand they will be rewarded for hard work and positive behaviour. They strive to achieve this.

Governance is a strength of the school. Governors and trust members hold leaders to account. They expect the highest standards for pupils. Governors are supportive of pupil and staff well-being. They talk to pupils to check they are happy and enjoy what they are learning. They check with leaders to ensure that staff are doing their best for pupils. They also want to know if staff are happy.

Supportive actions by leaders have meant that staff retention is high. This has helped with developing middle leaders and curriculum content. Recruitment decisions by governors and the trust at leadership level have had a positive impact on school development. Effective leaders are in place, who know how to improve the school.

Safeguarding

The arrangements for safeguarding are effective.

All staff take their safeguarding roles seriously. Training has given staff the confidence to report any concerns. Staff know how to log incidents, who to speak to if required and how to identify signs of concern. Leaders' detailed records are used to monitor any concerns that are raised. Concerns are then followed up by designated safeguarding leads, who take appropriate action.

When required, leaders liaise with appropriate external agencies to provide bespoke support for families. Leaders are tenacious in ensuring that the right support is in place to safeguard pupils. Governors review leaders' procedures to ensure they are keeping pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders and teachers do not provide the precise support some pupils with SEND need to fully access some foundation subjects in the curriculum. As a result, these pupils do not learn as much as they should. Leaders should make sure teachers adapt how they teach so that all pupils, including all pupils with SEND, learn well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in July 2016.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139380
Local authority	Thurrock
Inspection number	10200262
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	580
Appropriate authority	Board of trustees
Chair of governing body	Stuart Norman
Headteacher	Eugene Samuel
Website	www.purfleetprimary.co.uk
Date of previous inspection	3 December 2020, under section 8 of the Education Act 2005

Information about this school

- This is a larger than average primary school.
- The proportion of pupils with an EHC plan is above the national average.
- The proportion of pupils who speak English as an additional language is significantly above the national average.
- The proportion of pupils who are eligible for free school meals is above the national average.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspectors did deep dives in the following subjects: early reading, mathematics, music and geography. The inspectors spoke to leaders about the curriculum and met with teachers from the lessons visited. The inspectors looked at pupils' work and spoke to pupils.

- The inspectors listened to a range of pupils from different year groups read.
- The inspectors met with the special educational needs coordinator, members of the local governing body, and the trust deputy director for education.
- The inspector looked at the single central record of recruitment and vetting checks and spoke to leaders, teachers, governors and pupils about safeguarding.
- The inspectors considered the 40 responses made by parents to Ofsted Parent View, Ofsted's online questionnaire, including 40 free-text responses. The inspectors also considered the 46 responses to Ofsted's staff questionnaire and 25 responses to Ofsted's pupils' questionnaire.

Inspection team

David Milligan, lead inspector

Her Majesty's Inspector

Paula Masters

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021