

Inspection of a good school: Thrumpton Primary Academy

Thrumpton Close, Retford DN22 7AQ

Inspection dates:

8 and 9 December 2021

Outcome

Thrumpton Primary Academy continues to be a good school.

What is it like to attend this school?

The 'Team Thrumpton' ethos runs through the school. Staff and pupils support each other to 'be the best they can be'. Everyone is well looked after. Pupils are polite and well-mannered. They describe their school as one where they are free to be themselves and feel safe. Both pupils and staff are proud to be part of this school.

Pupils learn about bullying and understand how to stay safe. They know what to do if they are worried about themselves or a friend. They learn different ways to communicate, such as using a worry box, if something upsets them. Pupils say that bullying is rare and that adults deal with it when it does happen.

Most pupils behave well in lessons and around the school. When pupils struggle to behave well, adults help them and incidents reduce. 'Project Play', led by the junior leadership team, supports pupils' imaginative play at lunchtimes. Pupils enjoy collecting the stars they receive for positive behaviour and good work.

There is a strong sense of community in the school. Most parents and carers value the support that their children receive. Many praised the school's response to the global pandemic. Typically, one parent commented, 'The school did a great job over lockdown. They were understanding of the difficult situation and supportive to us as a family.'

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

The school provides a good quality of education. The principal is well supported by the executive principal and other senior leaders. Leaders have a clear vision for how they want to develop the school. Leaders and other staff have worked hard to improve the curriculum they offer pupils. The school has benefited from working closely with other schools in the Diverse Academies Trust.

Leaders have made reading a high priority. Pupils are well supported when learning to read. Staff are highly trained and there is a consistent approach to the teaching of

phonics. Pupils know the routines and use these to help them learn. Children begin to learn phonics almost as soon as they start school. Staff have high expectations and pay close attention to how well pupils learn their sounds. They provide support when they need to. Pupils say that they enjoy reading and visiting the school library. The books pupils use to learn to read are well matched to their ability.

Leaders have improved the mathematics curriculum. Teachers have identified gaps in pupils' learning and have adapted the curriculum to ensure that these are filled quickly. Children in the early years get off to a good start in their knowledge of numbers and how they work. Teachers and support staff help pupils to remember facts and concepts through well-sequenced lessons. Adults expect pupils to explain their thinking using the correct subject vocabulary. Most pupils understand that they learn better when they apply what they already know to help them to learn new things.

In history, leaders have adapted the curriculum to develop pupils' understanding of the local area and its impact in history. Pupils remember many historical facts in detail. They enjoy their lessons. Year 4 pupils know the impact that Chesterfield Canal has had on the development of Retford. However, most pupils are not able to use their knowledge of history to show how historians make sense of the past. Leaders have plans to develop this across the whole curriculum.

Occasionally, a few pupils struggle to understand their learning. When this happens, these pupils are not given the right support to help them learn as well as they could.

Pupils have opportunities to develop both in and outside of the taught curriculum. Leaders plan trips and experiences for pupils which help enrich their lives. For example, before the pandemic began, Year 6 pupils went to the West End in London to see 'The Lion King'. Plans are in place for visits to resume this year. During the pandemic, pupils have enjoyed virtual trips to White Post Farm and the Holocaust Museum.

Most parents are happy with the education their children receive at Thrumpton Primary. However, some feel that communication between home and school could improve. The school uses different systems to relay messages and information to parents. Parents say that they sometimes miss important information because they do not always know where to look to find out what they need to know.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive training and updates on how to keep pupils safe. They know the warning signs that a pupil may be in danger and what to do if they are concerned. Senior leaders' responses to concerns raised are appropriate.

Pupils say that they feel safe in school and the vast majority of parents agree. Staff teach pupils how to stay safe both inside and outside school. Pupils learn how to stay safe when using the internet and social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of pupils do not always get the support that they need to achieve as well as they could. They do not always gain the same knowledge and skills as other pupils. Leaders should ensure that the provision for all pupils consistently matches their needs well.
- Leaders have worked hard to build relationships with parents and make links within the local community. Most parents are appreciative of the work that leaders do to support their children in school. However, communication with parents is not always as effective as it should be. Parents do not always receive important messages and information they need about their children. Leaders should ensure that systems of communication are strengthened in school so that all parents are kept well informed.

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 predecessor school, Thrumpton Primary School, to be good in May 2014.

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	144555
Local authority	Nottinghamshire County Council
Inspection number	10199541
Type of school	Primary
School category	Academy
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	Board of trustees
Chair of trust	Michael Quigley
Principal	Gareth Letton (Executive Principal) Rebecca Hurley (Principal)
Website	https://www.thrumptonprimary-ac.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school has a nursery which caters for three-year-olds.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with the executive principal, the principal and other leaders.
- The inspector met with three representatives from the Diverse Academies Trust, including the chief executive officer. She spoke with the chair of the local governing body on the telephone.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at a sample of pupils' work.

- The inspector spoke with parents. Account was taken of the responses to Ofsted's online questionnaire, Ofsted Parent View, and the responses to the staff survey. The inspector also spoke to groups of pupils.
- The inspector met with the principal and the family support worker to discuss safeguarding. The inspector met with staff to discuss their understanding of the school's procedures to keep pupils safe. She considered documentation relating to safeguarding, the school's single central register and the system for undertaking checks on new staff.

Inspection team

Heidi Malliff, lead inspector

Ofsted Inspector

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