

# Inspection of Thorp Primary School

Westerdale Drive, Royton, Oldham, Greater Manchester OL2 5TY

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Inspection dates: 20 and 21 June 2023

<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 under section 5 of the Education Act 2005

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

Pupils enjoy attending Thorp Primary School. They work and play happily with their friends. Leaders resolve any instances of bullying quickly. Pupils know that they can speak to their teachers if they have any worries or concerns. This helps pupils to feel safe in school.

Leaders provide pupils with a range of extra-curricular activities. These activities allow pupils opportunities to expand their range of experiences. For example, they can take part in competitive sports, or develop their singing talents. Pupils proudly carry out extra responsibilities with maturity. Sports leaders help their younger peers on the playground, while library monitors organise reading activities in the lunchtime library club.

Leaders and staff have high expectations of the behaviour and achievement of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils are motivated by the silver and gold coins that they receive as recognition for their hard work and positive behaviour. They listen attentively to their teachers and work hard in the classroom. This helps pupils to achieve their goals.

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

Leaders have worked carefully to design a broad and ambitious curriculum for all pupils, including those with SEND. In many subjects, leaders have revised their curriculum design, so that knowledge is now more effectively ordered. They have ensured that learning in their subject area begins in the early years. This helps prepare children for their learning when they move to Year 1. However, the delivery of these revised curriculum designs is still at a relatively early stage. As a result, in some subjects, older pupils have gaps in their learning.

Teachers deliver curriculum content well. They explain ideas clearly and deal effectively with any misconceptions that may arise. In a small number of subjects, the precise learning that needs to be checked has only recently been identified. This means that teachers are not able to accurately determine whether pupils have understood the key subject content. In other subjects, such as mathematics, teachers can accurately check whether pupils know and remember the identified content because the curriculum is more established. This helps teachers to build on pupils' learning more effectively.

Leaders have prioritised reading across the school. They understand that reading is the gateway to the curriculum. A well-stocked library and outdoor reading dens help foster a love of reading, particularly among younger pupils. Leaders have ensured that pupils can access a range of texts. Older pupils enjoy having these texts read to them by their teachers.

Leaders have ensured that children are ready to begin the phonics curriculum as soon as they enter the Reception class. Teachers regularly check pupils' learning in phonics. Support is put into place immediately for any pupils who may be falling behind. Pupils' reading books match the sounds that they are learning in class. Staff are skilled in helping pupils build their reading knowledge. Consequently, younger pupils soon develop into confident, fluent readers.

Pupils behave well. Children in the early years are settled. They are taught the importance of positive learning behaviours as soon as they enter the Nursery class. Pupils conduct themselves calmly and respectfully across school. Learning takes place free from interruption.

Leaders have ensured the curriculum helps pupils to understand the importance of keeping both physically and mentally healthy. Eco-councillors recognise that it is vital we look after the earth's resources. Older pupils have a thorough knowledge of different faiths and cultures. They can confidently explain the importance of tolerance and valuing difference in society.

Leaders' systems to help quickly identify any pupils with SEND are now more secure. Staff use a range of strategies to ensure pupils with SEND are accessing the same curriculum as their peers. Leaders utilise external agencies effectively, so that specialist support can be provided, if required.

Trustees and governors have a thorough understanding of school performance. They know what needs to improve and where the strengths lie. Trustees and leaders have successfully implemented strategies to improve the workload and well-being for all at Thorp Primary School. Staff are appreciative of these efforts.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that there is regular safeguarding training for all staff. This helps staff understand how to spot the signs that may indicate a pupil at risk of harm. Staff report their concerns in a timely manner, no matter how small the concern may appear to be.

Pupils have been taught to understand how to keep themselves safe. They can clearly articulate the perils that can be present online. Pupils know of the dangers of drug and alcohol misuse, and why it is important to maintain a healthy lifestyle.

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

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

- In some wider curriculum subjects, leaders' refinements to the curriculum are at an earlier stage. Presently, some older pupils have gaps in their knowledge.

Leaders should ensure that staff continue to roll out the revised curriculums, so that the gaps in knowledge that pupils have are addressed.

- In a small number of subjects, leaders' assessment procedures are less well developed than they should be. This means that teachers are not able to accurately gauge the precise knowledge that pupils know and remember. As a result, learning is not being built on as effectively as it could be. Leaders should continue to develop their systems to check pupils' learning. This should enable them to more effectively build on pupils' previous 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](#)' 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

<b>Unique reference number</b>	146811
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10268130
<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>	218
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Dr Paul Nutter
<b>Headteacher</b>	Emma Dunn
<b>Website</b>	<a href="http://www.thorp.oldham.sch.uk">www.thorp.oldham.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Thorp Primary School converted to become an academy school in February 2019. When its predecessor school, Thorp Primary School, was last inspected by Ofsted, it was judged to be good overall.
- Since the previous inspection, a new headteacher has been appointed.
- School leaders do not make any use of alternative provision.
- The school is part of a multi-academy trust called the 'Oak Trust'.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders, three trustees and one governor. An inspector also spoke with a representative of the local authority.

- Inspectors observed pupils' behaviour at playtimes, lunchtimes and during lessons. Pupils also talked to inspectors about their views of their school.
- Inspectors spoke to parents and carers at the start of the school day and considered the responses to Ofsted Parent View. Inspectors also reviewed the responses to Ofsted's pupil and staff questionnaire.
- Inspectors carried out deep dives in early reading, mathematics and geography. This involved visiting lessons with subject leaders, discussing the subject curriculums, talking to pupils and teachers and looking at pupils' work. An inspector observed pupils reading to a familiar adult.
- Inspectors also held discussions with the leaders of other subjects.
- Inspectors checked leaders' safeguarding procedures. They viewed a range of safeguarding documentation and discussed how incidents are managed and recorded.

### **Inspection team**

John Tomlinson, lead inspector

Ofsted Inspector

Kevan Naughton

Ofsted Inspector

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