

Inspection of Little Thurrock Primary School

Rectory Road, Grays, Essex RM17 5SW

Inspection dates: 21 and 22 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Ian Broyd. This school is part of the Osborne Co-operative Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Paul Griffiths, and overseen by a board of trustees, chaired by Trisha Jaffe.

What is it like to attend this school?

The school is at the heart of the local community. Pupils know this and enjoy coming to school to see their friends. They are respectful and inclusive of everyone. Pupils and adults have strong relationships, which ensure that pupils have someone they can talk to in school. Pupils behave well and feel safe.

Pupils focus on their learning. They want to do well and know that their teachers have high expectations of them. Pupils contribute to class discussions and support each other with their learning. They like to share their learning. However, in a few subjects, pupils achieve less well because the activities chosen are not as effective in ensuring that pupils learn the knowledge intended.

Pupils contribute to the community by raising money for charities as well as gathering donations that they take to the local food bank. They visit local elderly people, whom they play games with and talk to. Pupils also extend and enhance what they learn in the curriculum. They attend cyber safety workshops, trips to Colchester Zoo and Kew Gardens. Pupils perform for parents and attend various sporting competitions. Pupils talk fondly of these experiences, which they remember because they bring their learning to life.

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

The school's curriculum is ambitious and well thought through. It ensures that pupils build on their learning, starting from the early years. Plans are clear about what pupils should have learned before they move on to the next topic. However, teachers do not always choose the most appropriate activity for the intended learning. Also, in a few subjects, some staff do not have detailed knowledge of the topic to be able to extend pupils' learning even further. Therefore, pupils do not always learn as well as they could.

Staff check what pupils have learned in mathematics and phonics regularly so that they can ensure that pupils have the secure knowledge they need before they progress with their learning. However, staff are not checking pupils' learning in a few foundation subjects. Therefore, it is harder for leaders to see how well pupils are learning.

The school identifies pupils with special educational needs and/or disabilities (SEND) quickly and effectively. Many pupils with SEND access the same learning as their peers due to the careful adaptations that the school puts in place for them. Some pupils with SEND receive a more personalised approach following advice from external agencies. Staff have had specific training to ensure that pupils with SEND get the support that they need. This ensures that pupils with SEND make progress across the curriculum.

Pupils enjoy reading. They start to learn phonics as soon as they join the school and they soon become fluent readers. Staff are well trained to ensure that pupils make

progress. Staff give pupils extra support when needed. Pupils take their reading books home so that they can practise using their phonics knowledge. Pupils enjoy listening to stories, sharing books and working together to read books and earn rewards. They enjoy reading and see it as a calming time and, therefore, use it that way when they need to.

Pupils behave well around the school. They are sensible and considerate of others. The school introduced a new behaviour policy that ensures that everyone is clear on the expectations of pupils and how staff will manage behaviour.

The school ensures that pupils learn about the world around them. Pupils learn why they should be accepting of differences and of the need for all to feel equal. This is supported by an assembly programme that includes women in society, British values and different religious festivals. Pupils value the leadership opportunities that they have open to them. These include house captains, school council, road safety, sports and well-being ambassador roles. These roles help pupils to support each other and contribute to them being safe and happy.

The school has been through a considerable amount of change over the past few years. These changes have been carefully managed and considered to ensure the best for the school community, which has been exceptionally supportive throughout. The school considers staff's well-being and workload when introducing new initiatives. As a result, the school has made considerable progress in a short space of time.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is a lack of consistent practice in the delivery and checking of learning in a few foundation subjects. Staff sometimes plan and teach activities that do not focus on the knowledge leaders intend pupils to learn. As a result, pupils are not learning and remembering as much as they could. The school should ensure that teachers choose activities that are effective in helping pupils learn the knowledge identified in these curriculum plans. The school should also check that the curriculum is being taught and assessed as intended in these subjects.

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

Unique reference number	147215
Local authority	Thurrock
Inspection number	10288573
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	630
Appropriate authority	Board of trustees
Chair of trust	Trisha Jaffe
CEO of trust	Paul Griffiths
Headteacher	Ian Broyd
Website	www.littlethurrock.thurrock.sch.uk
Date of previous inspection	13 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Osborne Co-operative Academy Trust, which it joined on 1 June 2019. The predecessor school, of the same name, was inspected in December 2018 and was judged inadequate overall and the arrangements for safeguarding were ineffective. A no formal designation inspection of the school in June 2019 judged that safeguarding arrangements were effective.
- The headteacher has been in post since September 2022.
- The school does not currently use any alternative provision.

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 educational 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.
- The lead inspector spoke with governors from the governing body.
- The lead inspector met with the chief executive officer, the deputy chief executive officer and the chair of trustees from Osborne Co-operative Trust.
- The inspectors carried out deep dives in: early reading; mathematics; history; science; and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- 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.
- Inspectors gathered the views of pupils by speaking to them during lessons, in the dining hall and at breaktimes. They also considered the 36 responses to Ofsted's pupil survey.
- Inspectors spoke to groups of staff to gather their views of the school and considered the 44 responses to Ofsted's staff survey.
- The inspectors considered 69 responses to Ofsted's online survey, Ofsted Parent View. An inspector spoke to parents at the school gate.

Inspection team

Katie Devenport, lead inspector	His Majesty's Inspector
Rowena Simmons	Ofsted Inspector
Karen Stanton	Ofsted Inspector
Rob James	Ofsted Inspector

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