

Inspection of Thurlton Primary School

Church Road, Thurlton, Norwich, Norfolk NR14 6RN

Inspection dates: 8 and 9 May 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Requires improvement

The headteacher of this school is Jessica Balado. The school is part of the Clarion Corvus Trust, a multi-academy trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jim Adams, and overseen by a board of directors, chaired by Peter Fraser.

What is it like to attend this school?

Pupils enjoy learning and achieve well at school. They love that their teachers make lessons interesting and fun. When pupils are taught new information, teachers explain things well and give extra help when needed. Their feedback helps pupils improve their work. Pupils listen carefully to their teachers. They are keen to do well and take pride in their work.

Behaviour in lessons and around the school is exceptionally calm and quiet. Pupils have a clear sense of belonging. They want the school to be a place where everyone contributes to the high expectations everyone has for them. Pupils understand the school's values and live them daily. They are respectful to one another and to all the adults they work with. If there are occasional 'fall outs', these get sorted out rapidly. Pupils are confident to talk to an adult if they are worried about anything.

Pupils enjoy the many visits and visitors the school organises for them. A whole-school trip to Bewilderwood helped them to explore imaginary worlds and develop their imagination and storytelling in fun and exciting ways. Pupils enjoy the variety of sports clubs and forest school. This keeps them fit and healthy.

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

The new curriculum has had a positive impact on improving pupils' achievement in all subjects. Leaders have successfully implemented one year of the new three-year curriculum plan in all subjects and year groups. The curriculum is effective, and pupils remember what they have learned this year. For example, in history, pupils can explain the causes and consequences of significant events. While there remain two years of the three-year curriculum plan to implement before the impact of the whole curriculum is known, the first year of the new curriculum is supporting pupils to achieve well.

Teachers have been well trained in how best to teach the new curriculum. For example, trust and school leaders have worked alongside teachers in the classroom. Lessons are carefully planned, and pupils are clear about what they will learn by the end of the lesson. Teachers carefully adapt learning so every pupil can achieve their best. This ensures that pupils do not fall behind in their learning.

The new reading curriculum has been highly effective at supporting pupils to develop the skills they need to become confident readers. All staff who teach reading have been well trained in the new approach. Children start learning phonics in Reception. They learn to read and write their sounds. Pupils develop a love of reading. Older pupils talk with enthusiasm about their favourite authors. Pupils learn to read fluently by the end of Year 4.

The school provides effective support for pupils with special educational needs and/or disabilities (SEND). Teachers carefully check what pupils know and plan the best support as soon as possible. This includes working closely with external

experts. The trust provides helpful advice and support to teachers. Individual education and behaviour plans are well designed to support pupils who need extra help with their learning. Pupils achieve well from their starting points.

Pupils' behaviour in class and around the school is excellent. Leaders have carefully considered what they expect of staff and pupils. Staff apply the school's agreed behaviour policy. This means that behaviour management is consistent throughout the school. There is no disruption in lessons, and pupils get on well with their work. Pupils have opportunities to reflect honestly about their learning, behaviour and friendships. This contributes to their strong spiritual, moral and social development.

Similar to the rest of the school, the early years curriculum is carefully designed. Learning activities and themes are based on children's interests and what they already know, for example the current farm theme this half term. Children behave well because they enjoy learning. Relationships are excellent and the children like and trust the adults that support them. This contributes to children being ready for Year 1.

Pupils benefit from the wide variety of curriculum visits and visitors. Pupils participate in activities in the local community. Links such as with the local church provide them with the chance to perform and lead celebration events.

Teachers are proud to work at the school. They are well supported with well-being and workload.

Governors and the trust know the school through their regular visits. They effectively hold the school to account for the quality of education. While there is still work to do, leaders can demonstrate the proven impact of their work so far. The school continue to work on plans to take the school forward.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Where the curriculum has been developed and implemented, there is proven impact. Pupils achieve well. However, this process is not completed partly due to it being new. Leaders need to continue to develop and implement their intended curriculum to continue the demonstrable success that has already taken place ensuring all pupils achieve well over time.

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	144974
Local authority	Norfolk
Inspection number	10323780
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	65
Appropriate authority	Board of trustees
Chair of trust	Peter Fraser
CEO of the trust	Jim Adams
Headteacher	Jessica Balado
Website	www.thurlton.org.uk
Dates of previous inspection	12 and 13 January 2022, under section 5 of the Education Act 2005

Information about this school

- A new headteacher was appointed in April 2023. Most of the teaching staff started at the school after the new headteacher.
- The school does not use 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 education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with senior leaders, teachers, a group of governors, a group of trustees and representatives from the Clarion Corvus Trust.

- Inspectors met with the school’s designated safeguarding lead. To evaluate the effectiveness of safeguarding, 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 met with the trust special educational needs coordinator and scrutinised provision for pupils with SEND.
- Inspectors carried out deep dives in early reading, history, mathematics and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors spoke to parents dropping off their children at school. Inspectors considered responses to Ofsted’s pupil survey and Ofsted’s staff survey. The inspectors considered responses to the parent survey, Ofsted Parent View, including free-text messages.

Inspection team

Julie Winyard, lead inspector

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