

Inspection of Thameside Primary School

Manor Road, Grays, Essex RM17 6EF

Inspection dates:	8 and 9 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The headteacher of this school is Joanna Bray. This school is part of 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 (CEO), Paul Griffiths, and overseen by a board of trustees, chaired by Trisha Jaffe.

What is it like to attend this school?

Pupils enjoy school. They learn in a calm and caring environment. Relationships in school are very positive. Pupils appreciate the free time they have together at breaks to talk and be together. Pupils like their friends and are clear how to be a good friend in return. They understand that being kind, trustworthy and reliable is very important in their school. They are happy and proud to be part of the Thameside community.

Pupils listen carefully to each other and their teachers. They want to do well. The school has high expectations for all pupils' achievement. So, pupils work hard and try their best.

Pupils understand the differences between them. They know it is important to respect 'everyone, everywhere, every time'.

Pupils behave well. They know the rules are to be 'ready to learn, be respectful to others and act safely'. They understand that bullying happens but also know the adults in school are there to help and manage it when it does. Pupils feel safe in school. They take pride in the many rewards they receive for good behaviour, work and attendance.

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

The school has an ambitious and well-sequenced curriculum. All pupils, including those new to learning English and pupils with special educational needs and/or disabilities (SEND) learn the curriculum. Staff teach important knowledge in the right order. They check to ensure pupils remember their learning. They repeat learning if pupils do not recall important information. They teach new vocabulary carefully and expect pupils to use it in lessons. At times, approaches are less consistent. Staff do not pick up on important errors that pupils make. They do not provide appropriate activities that support pupils to learn the curriculum. On these few occasions, pupils do not make the progress they could.

Published outcomes in 2023 do not reflect the overall impact of the curriculum on pupils' learning. In part, this is because many pupils join the school mid-year or in older year groups so do not benefit fully from the curriculum on offer. However, once pupils join the school they make secure progress from their different starting points.

Children begin learning to read as soon as they start school in Nursery. They listen carefully to different sounds. Children learn rhymes and songs. They further develop their language skills in Reception. Children are very attentive in reading lessons. Staff check regularly to ensure pupils have remembered what they are taught. They provide extra support and practice for children who need help to keep up. Children grow in confidence as readers and writers.

Children receive a positive start to their education in the early years. Staff have high expectations of them from the beginning. Children respond to this and behave well. They develop positive relationships with others and learn to concentrate, take turns and join in with whole-class learning. They learn how to count and become confident when using

numbers. They develop resilience and perseverance. Children are well prepared for Year 1.

All staff have high expectations of pupils' behaviour. They take time to listen to and understand their pupils. Pupils learn in well organised and orderly classrooms. The school prioritises pupils' attendance. Staff analyse information and work with families to ensure that pupils come into school regularly.

The provision for pupils with SEND is a strength of the school. The school works tirelessly to ensure that all pupils' needs are met. It works effectively with parents, carers and staff to identify pupils' needs. Leaders have developed a very wide range of support for all pupils. Leaders regularly review support and adapt it if they need to. As a result, pupils with SEND learn well and are very happy in school.

The school prioritises pupils' personal development. There is a wide range of sporting opportunities on offer for pupils. Pupils have the chance to be part of teams who excel and win competitions. They learn about a range of religions and culture. Pupils develop mature attitudes to responsibility and roles. They love being ambassadors for parts of school life. They learn about a range of relationships and people. Pupils contribute well to their school and community.

The trust and school leaders work effectively together to establish important aims and ambitions. They know the school well. They monitor the progress towards priorities and provide expertise and resources to support staff workload and well-being. As a result, staff feel appreciated and supported.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not yet implement all aspects of the curriculum consistently well. Sometimes staff do not correct pupils' important misconceptions. On occasion, they do not provide the best work that helps pupils to remember key knowledge. As a result, pupils do not learn as well as they could at these times. The school must ensure that the curriculum is consistently implemented so that all pupils in all lessons make the progress they are capable of.

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	138581
Local authority	Thurrock
Inspection number	10323725
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	845
Appropriate authority	Board of trustees
Chair of trust	Trisha Jaffe
CEO of the trust	Paul Griffiths
Headteacher	Joanna Bray
Website	www.thamesideprimaryschool.com
Date of previous inspection	2 October 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Osborne Co-operative Academy Trust.
- The school runs a breakfast club for its pupils.
- The school uses one registered alternative provider which is also part of the Osborne Co-operative Academy Trust.
- The school has experienced considerable disruption over the last year due to the removal of reinforced autoclaved aerated concrete.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-9 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics, science, geography, physical education and design and technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. As part of the deep dive into early reading, pupils were observed reading to familiar adults.
- Inspectors met with the headteacher, other senior leaders and members of staff. Meetings were also held with those responsible for local governance and trustees.
- 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 observed pupils at break times.
- The inspectors considered responses to Ofsted Parent View, Ofsted’s online survey for parents, including free-text comments. The inspectors also considered responses to Ofsted’s survey for staff.
- Inspectors spoke to staff at the alternative provision that the school uses.
- Inspectors also met leaders with responsibility for pupils with SEND, behaviour and attendance, early years, English as an additional language, pupil premium and pupils’ personal development.

Inspection team

Debbie Rogan, lead inspector	Ofsted Inspector
Nina Kemp	Ofsted Inspector
Susan Sutton	Ofsted Inspector
Brenda Watson	Ofsted Inspector

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