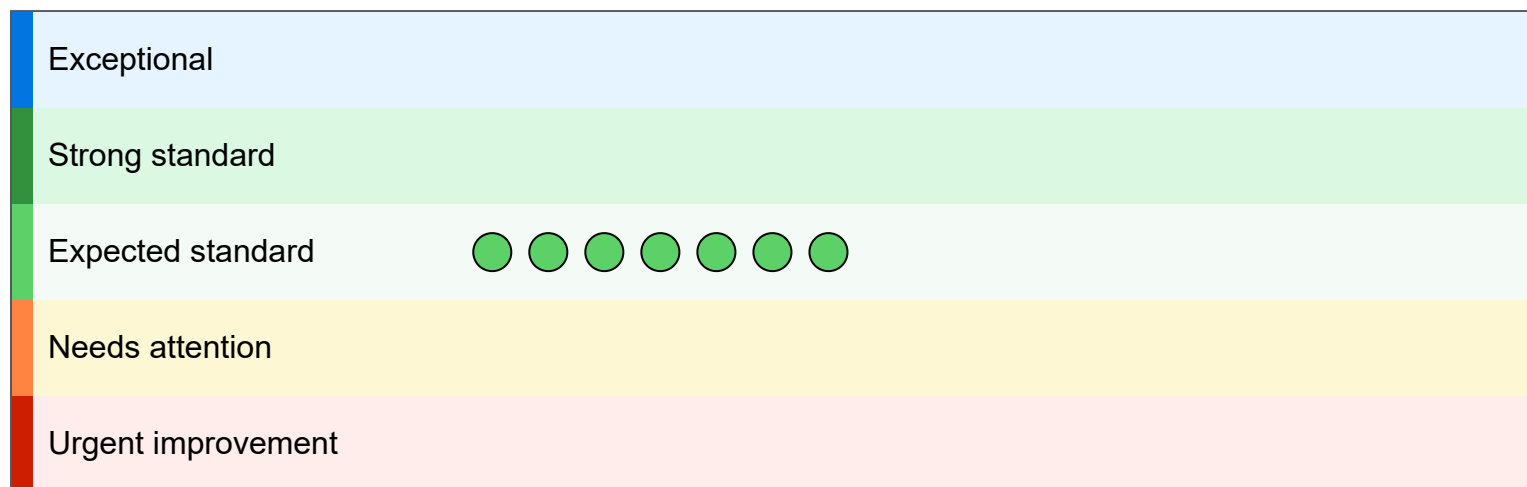


# Throston Primary School

Address: Flint Walk, Throston Grange Estate, Hartlepool, TS26 0TJ

Unique reference number (URN): 111612

## Inspection report: 4 February 2026



### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Achievement

Expected standard 

Pupils build a competent understanding of basic reading, writing and mathematics skills in early years and key stage 1. Pupils remember what they study and apply it to new learning. Clear teaching and careful curriculum design have a positive impact on how well pupils learn.

Published results show that combined key stage 2 outcomes fell in 2025. This includes outcomes for pupils with high or low prior attainment. Few pupils reached higher standards in writing and grammar.

Pupils who receive additional support access the same curriculum as their peers, but in a more accessible format. This allows them to keep up with their peers. Teachers provide consistent support to pupils with additional needs. Most pupils leave with secure subject knowledge and skills and are ready for the next stage of learning. Leaders continue to focus on improving progress and outcomes for all pupils.

### Attendance and behaviour

Expected standard 

Leaders make attendance a clear priority. They regularly check attendance patterns and act quickly when pupils are absent. Attendance is above national figures and has remained high over time. Staff check on any pupils who frequently miss school, including those with special educational needs and/or disabilities (SEND) and those facing hardship. The school works well with families. It also teams up with outside agencies. Together, they solve problems early. The school helps develop practical solutions. The school provides breakfast and a uniform when needed. This helps pupils to be ready to learn. When attendance falls, leaders meet parents, agree clear targets and review progress often. This eases absent pupils' return and builds routines, and pupils feel confident about coming to school.

Behaviour across the school is calm and respectful. Pupils walk sensibly in the corridors. They follow routines. They also show respect to adults and to each other. In lessons, most pupils pay close attention. On the playground, play is friendly and pupils lead games. They share equipment without being asked. Pupils comfort their friends if they have any worries.

Pupils understand the rules and can explain the difference between bullying and disagreements. Staff apply rules fairly and give effective support to pupils with SEND.

### Curriculum and teaching

Expected standard 

Leaders have planned a clear and deliberate curriculum that helps pupils learn step by step from Nursery Year to Year 6. Leaders have provided staff with the appropriate training in order to teach the curriculum well. In most subjects, teachers check how well pupils are learning and change plans when pupils find work hard. For example, in reading and mathematics, staff are using a new curriculum and lesson structure with aplomb. As a result, pupils are learning and understanding these subjects in more depth. In a few subjects, some

opportunities to support learning in the moment go unnoticed. At times, this hinders pupils' progress.

In the early years, children join in shared activities that help them learn to speak, listen and count. Across the school, teachers help pupils learn new words. In many subjects, pupils use the correct subject-specific terms. They do this when they talk about their work. Teachers show examples and ask simple questions to check learning. Leaders have introduced a new handwriting approach. Leaders and staff are working to ensure this approach is appropriate for the needs of Throston pupils.

Staff know pupils well. They use information from lessons to check who needs extra help. Some pupils attend extra reading groups and mathematics sessions. These help them make rapid improvements. Where practice is more effective, teachers adapt tasks when pupils are stuck. They use tools, pictures and objects to explain ideas. This helps pupils feel more confident with new learning. Leaders are improving how they evaluate pupils' work to check progress over time.

## Early years

Expected standard 

Children in the early years feel safe, settled and ready to learn. Staff build warm relationships and support children's emotional and social development well. They listen intently to children and engage in conversations with them throughout the day. Children learn new words and the confidence to use them through play, stories and daily routines.

The early years team creates an organised and inviting learning environment. Children choose resources for themselves and stay focused on their learning. Staff know children's starting points and plan their learning in small steps. The curriculum supports children's learning well. Most children make steady progress through the curriculum.

Leaders give clear priority to early reading. Daily phonics and mathematics help children to practise their early reading and number skills. Phonics sessions follow the school's programme closely. Children use their sounds in reading and early writing.

Learning is not left to chance. Carefully thought-out learning areas have common themes across all spaces. This aids the transition from Nursery to Reception and beyond. Provision for younger children supports routines, care and language well. Staff collaborate with parents and carers, sharing learning on a regular basis. This helps most children move into Year 1 with confidence.

## Inclusion

Expected standard 

Leaders place inclusion at the heart of the school's work. All pupils are welcome. The school is well respected for its caring and skilled support for pupils with additional needs.

Pupils with special educational needs and/or disabilities (SEND), those in care and those supported by the local authority receive planned and thoughtful help from well-trained staff. The school creates clear pupil plans that set academic and personal targets based on clear identification of their needs. Leaders use additional funding well to improve attendance, confidence and access to learning. Families value the school's open and practical support

for their children. Pupils with SEND benefit from a wide range of help. Some pupils attend specialist settings for part of the week, with staff support to help them to settle and learn.

Leaders put in place a clear system of support. Reviews involve parents and carers as well as pupils themselves. These focus on classroom strategies, such as visual prompts and adult guidance. Leaders also seek advice from outside professionals when needed. Disadvantaged pupils receive help with food, uniform, equipment, and digital access where needed. This removes barriers and supports good attendance. Leaders have built effective systems to support pupils in their 'Throston journey'. Pupils are known and cared for.

## **Leadership and governance**

**Expected standard** 

Leaders show thoughtful care for pupils and put them first in their work. Leaders know the school well. They use reviews, staff feedback and external checks to see what is working and what needs improvement. For example, they have worked effectively with external support to improve phonics teaching. The school has also invested in new curriculum resources, which are helping pupils to learn and remember more. The school development plan is clear and perceptive. It sets clear priorities, actions and timescales. Leaders check progress against these timescales often and adjust plans when needed.

Governors have a skill set that matches the school's needs. They understand safeguarding, finance and how to staff the school effectively. Governors use clear reports to check pupils' achievement, attendance and behaviour. They ask pertinent questions and give helpful support. Governors take part in training to improve their skills. Leaders and governors act in pupils' best interests. They track the progress of disadvantaged pupils, pupils with special educational needs and/or disabilities and pupils known to social care. Leaders use additional funding and support wisely.

Staff training is well planned and valued. Staff learn about how to adapt teaching and support pupils' wellbeing. Early career teachers receive tailored support. Leaders use research to guide training. Staff morale is high. Leaders think carefully about workload. Leaders model care, compassion and respect. This supports the school's vision to provide a safe, inclusive and happy school for staff and pupils. Visitors to the school experience this warm and welcoming ethos. Pupils achieve well and make valuable memories for their future.

## **Personal development and wellbeing**

**Expected standard** 

Leaders put pupils' personal growth and wellbeing at the centre of school life. They have designed a well-sequenced relationships and sex education and health education (RSHE) curriculum that meets statutory requirements and reflects the school's values. Through RSHE, pupils learn about healthy relationships, consent, respect and equality, as well as learning about online and offline risks to their wellbeing. Pupils understand how to keep themselves safe when using digital technology, how to respond to peer pressure and where to seek help if they feel unsafe. Leaders changed the personal, social and health education (PSHE) programme following feedback from pupils, families and staff. This helps to ensure that the programme meets its legal duties and aligns with local needs, such as with regard to water safety. Consequently, pupils can explain how to stay safe when online or near water. They know whom to talk to if they feel worried.

Assemblies and class lessons help pupils to learn about kindness, fairness and respect. The school actively promotes pupils' character development. It strengthens pupils' understanding of fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. In circle time, pupils talk about right and wrong and practise solving small problems. During 'Money Week', they learn how to save, spend and make good choices. Environmental work and community projects teach pupils to respect and care for their local area. Through these experiences, pupils develop confidence, responsibility and a clear moral understanding that prepares them well for life in modern Britain.

Pastoral staff, including family support officers, give caring support to vulnerable pupils. Teachers help pupils to manage their feelings and behaviour. This support helps pupils to feel calm, to attend well and to take part in learning. The 'Throsties' programme builds pupils' confidence, resilience and pride. Pupils enjoy rewards and leadership roles. The school supports access to trips, clubs and visits so that all pupils can participate.

Leaders are improving how they check what pupils remember in PSHE and other aspects of personal development over time. They are building better systems to review lessons and outside programmes. This careful work is already helping pupils learn the key knowledge set out in plans.

## **What it's like to be a pupil at this school**

Being a pupil at this school means learning in a safe, caring and ambitious community. Each morning, familiar adults welcome pupils and help them feel ready for the day. Breakfast provision, uniform support and calm routines remove barriers to learning and support wellbeing for pupils.

Pupils enjoy their lessons and take pride in doing well. From the early years, children learn to read through daily phonics sessions and shared stories. Older pupils read with assurance and enjoy extra reading sessions. In mathematics, pupils practise key skills and explain their thinking. Teachers give clear explanations and ask helpful questions that support pupils' deep thinking. Pupils finish work that meets national standards. Most pupils achieve well in national tests and are ready for Year 7 at the end of Year 6.

Pupils who need help receive support swiftly. They thrive in small-group teaching, catch-up programmes and the 'Phoenix Room' in the centre of the school. The 'Phoenix Room' is a quiet, welcoming space where bespoke support and intervention sessions take place. These approaches help many pupils progress well from their starting points. Leaders have introduced a new way to teach handwriting and are ensuring that all staff use it consistently.

Pupils feel that they belong. Staff build warm, trusting relationships and listen with attention to pupils. Children in early years work well with friends and support one another. Older pupils act as positive role models. Pupils enjoy sports clubs, drama, residential visits and awards such as 'The Stewart Aspiration Award', which celebrates effort and ambition.

Pupils feel safe and confident. They know whom to speak to if they feel worried and they trust that adults will help them. Bullying is rare, and teachers address it when it occurs.

Pupils behave well and concentrate in lessons. Attendance is above national averages on a regular basis.

Pupils help the community in many ways. They do charity work, take part in environmental projects and go on local visits. These experiences help them to gain confidence and be responsible members of society.

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## Next steps

- Leaders should ensure that staff make suitable adjustments to planned learning when appropriate in order to better meet pupils' needs.
  - Leaders should ensure that the new approach to handwriting is implemented consistently well so that pupils write fluently and achieve highly over time.
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## About this inspection

The chair of the board of governors is Andrew Millward.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the special educational needs coordinator, a selection of governors and a representative of the local authority.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

The school provides before- and after-school care.

Headteacher: Mr Mark Atkinson

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### Lead inspector:

Richard Jones, His Majesty's Inspector

### Team inspectors:

Thomas Wraith, His Majesty's Inspector

Helen Smith, Ofsted Inspector

Tim Scargill-Knight, His Majesty's Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 4 February 2026

## School and pupil context

### Total pupils

**458**

Well above average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

[Hide](#)

### School capacity

**420**

Above average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

[Hide](#)

### Pupils eligible for free school meals (FSM)

**23.00%**

Close to average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

[Hide](#)

### **Pupils with an education, health and care (EHC) plan**

**0.87%**

Below average

#### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

[Hide](#)

### **Pupils with special educational needs (SEN) support**

**17.03%**

Close to average

#### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

[Hide](#)

### **Location deprivation**

**Above average**

#### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

[Hide](#)

### **Resourced Provision or SEND Unit (if applicable)**

# No resourced provision

## What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

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## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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