

Inspection of a good school: Thurlaston Church of England Primary School

Desford Road, Thurlaston, Leicester, Leicestershire LE9 7TE

Inspection date: 28 February 2023

Outcome

Thurlaston Church of England Primary School continues to be a good school.

What is it like to attend this school?

This is a happy, friendly place where everyone is welcome. Pupils enjoy their learning. The school's Christian values permeate its work. Pupils know and understand these values. They behave well, and are polite and respectful.

Leaders and staff have high expectations of pupils' behaviour and achievement. The school has a calm, orderly and purposeful atmosphere. Pupils say that bullying is rare. Pupils feel safe because the teachers and other adults in school care for them. Pupils say they can always talk to an adult they trust. They know staff will help them if they are worried about something.

The school is inclusive. Leaders have high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). Staff commit to knowing each pupil individually.

Pupils enjoy making a positive contribution to the life of the school. For example, they contribute as members of the school council, super leaders, hall monitors or through being part of the worship team.

Parents and carers are supportive of the school. One parent, typical of many, said, 'The school is very inclusive and has a caring, family feel. Kindness is well promoted by all.' The large majority of parents would recommend the school.

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

Leaders are ambitious for all pupils. They want them to have the best start to their education. Leaders have identified the precise knowledge and skills that pupils will learn from the early years to Year 6, in most subjects.

Teachers have strong subject knowledge and a clear passion for what they teach. Most teachers ensure that pupils understand how their learning builds on what they already know.

This is exemplified by the delivery of the history curriculum, which is a strength of the school. Teachers regularly check what pupils have learned and recap previous learning. Pupils demonstrated that they could remember previous learning.

Teachers identify the needs of pupils with SEND accurately. They adapt their teaching so that these pupils have full access to the curriculum.

Teachers assess pupils' knowledge and understanding frequently. Often, this helps teachers to identify when pupils have gaps in their knowledge. Teachers use this information to inform their planning. However, assessment procedures are not fully embedded or consistent across all subjects. In some subjects, teachers do not always use assessment to identify and correct pupils' misconceptions.

Leaders have recently adopted a new early reading programme. Staff have received training to help them understand how to deliver it. There is a consistent approach, starting with children in the early years. Pupils receive reading books that are well matched to their reading development. Pupils enjoy reading. Frequent and accurate assessments mean pupils who might fall behind are easily spotted. Teachers fill knowledge gaps quickly through extra phonics sessions. Pupils are making good progress towards becoming accurate, fluent readers.

Pupils are friendly and polite. They behave well in lessons and work hard. Staff use the school's behaviour system consistently. Pupils enjoy receiving rewards for positive attitudes to their learning. They are proud to fill their marble jar to achieve a reward, and of the individual golden tickets they receive for demonstrating positive behaviours.

Leaders have not identified the key knowledge that they want pupils to know in personal, social and health education (PSHE). The curriculum is not designed to help pupils build on their knowledge over time. Nevertheless, leaders provide a range of experiences to enhance pupils' personal development. Pupils know how to keep fit and eat healthily. Pupils understand diversity. Pupils told inspectors that 'all are welcome here'. Pupils speak with respect when discussing different faiths and families. One pupil, typical of many, told an inspector, 'We are all different. It is good to be different.' There is a range of extra-curricular and enrichment opportunities available.

Staff are proud to work here. There is a strong team ethos. Governors work with school leaders to manage staff's workload. They know that they need to work with school leaders to develop the procedures they use to identify and focus on what needs to be improved.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know pupils and their families very well. Leaders take their safeguarding responsibilities seriously. There is a strong culture of safeguarding, and effective systems are in place to keep pupils safe. Leaders take prompt action in response to any concerns. Staff receive regular and appropriate training.

Pupils learn how to keep safe, including when they are learning or playing online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not identified the precise knowledge that pupils need to know in PSHE. The curriculum is not designed to help pupils build their knowledge over time. Leaders should make sure that there is a well-sequenced plan in place that clearly identifies the specific knowledge pupils need to gain and develop over time.
- Assessment of pupils' knowledge of the curriculum is not yet fully embedded throughout the school. Some teachers do not consistently check pupils' responses to tasks, which could lead to misconceptions and mistakes not being quickly identified. Leaders should establish a clear structure for the assessment of pupils' knowledge and understanding of the curriculum to inform planning.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2013.

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

Unique reference number	120201
Local authority	Leicestershire
Inspection number	10254939
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	91
Appropriate authority	The governing body
Chair of governing body	Dan Barley
Headteacher	Gavin Beetham
Website	www.thurlaston.leics.sch.uk
Date of previous inspection	29 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and members of the governing body, and spoke to the representative of the local authority.
- The inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work. An inspector listened to pupils in Years 1 and 2 read to a member of staff. Inspectors also looked at pupils' books from science and geography.

- An inspector reviewed the school's systems for keeping pupils safe. A meeting was held with the designated safeguarding lead. The lead inspector scrutinised the school's single central record.
- The inspectors observed pupils' behaviour in lessons and around the school site during playtime.
- The inspectors spoke with groups of pupils and staff. The lead inspector considered the responses to Ofsted Parent View, Ofsted's online survey, and the staff survey.

Inspection team

Dawn Ashbolt, lead inspector

His Majesty's Inspector

Chrissie Barrington

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023