

Inspection of Thrussington Church of England Primary School

Hoby Road, Thrussington, Leicester, Leicestershire LE7 4TH

Inspection dates: 6 and 7 December 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 Hannah Roddy. The school is part of the Learn Academies 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), Stef Edwards, and is overseen by a board of trustees, chaired by Jeremy Benson.

Ofsted has not previously inspected Thrussington Church of England Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempt by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

What is it like to attend this school?

'Our school is like one big family', said one pupil who captured the sentiments of many. Pupils love coming to this school. Relationships are warm and trusting. Pupils say that they feel happy and safe. They know that they are well cared for.

The school is extremely welcoming and inclusive. Pupils with special educational needs and/or disabilities (SEND) are well supported. The overwhelming majority of parents and carers are highly supportive. One parent, typical of many, said: 'Our children always have a smile on their face and have something positive to tell us every day.'

The school offers a wide range of extra-curricular activities, including sports, arts and music. These are complimented by many school trips and visits that enhance the school's curriculum. The school ensures that all pupils benefit from these experiences, including those from disadvantaged backgrounds. Pupils enjoy taking on leadership roles for sports, art, the school's well-stocked library and the school council. Pupils learn how to make positive contributions to society, and do so.

Staff typically have high expectations of behaviour and what pupils can achieve. Pupils attend and behave well. Most pupils achieve well, particularly in reading and mathematics. The quality of pupils' written work is, however, variable between different subjects.

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

Strong leadership, at all levels, lies at the heart of the school's broad and inclusive curriculum for all pupils, including those with SEND. Staff have comprehensively reviewed the curriculum in most subjects to ensure that pupils' knowledge and skills build year on year from Reception. In most subjects, teachers have clarity about what is taught and when. Leaders recognise that, in a small number of subjects, assessment is not yet fully developed.

A high-quality curriculum in the early years means that children make a positive start to their education. Routines are well established. Children are well prepared for Year 1. The learning environment is stimulating. Learning activities are well organised. Children typically enjoy high-quality interaction with adults. They particularly enjoy listening to stories and anticipating what might come next.

The school promotes a strong culture of reading across all year groups. Staff read to pupils with enthusiasm. They question pupils well about the texts they are studying, including those that reflect life in modern society. Older pupils similarly enjoy predicting what the author may have in store.

The teaching of early reading is typically effective. Children learn to read shortly after joining Reception. Books are well matched to the sounds pupils are learning.

Staff make frequent checks to ensure that those pupils who need extra help receive it swiftly.

Pupils with SEND are well supported. All staff have the information they need to help these pupils. The school works well with parents and external services to help ensure that these pupils get the support they need. Most parents, who shared an opinion, strongly value the support their child receives.

Teachers have good subject knowledge. They use this to explain new ideas and concepts clearly and, often, innovatively. In science, for example, pupils in key stage 1 were captivated in their exploration of the seven life processes. Teachers question pupils well. They identify and remedy misconceptions quickly. Pupils respond well in lessons when expectations are consistently high. On occasion, however, some pupils lose focus and concentration when learning new or complex ideas. When this happens, low-level disruption sometimes occurs.

Standards of pupils' writing are not consistently high in all subjects and year groups. Leaders recognise that there is more to do to ensure that all pupils develop confidence in applying their knowledge to extended written tasks.

The school celebrates what makes people unique extremely well. Pupils have plentiful opportunities to explore different cultures and faiths. Pupils are highly respectful of others. They strongly embrace the British values as well as living out of the school's Christian values. They enjoy activities including fundraising for the local community and for a partner school in the Philippines. The school's programme for personal, social, health and economic education (PSHE) is exceptionally effective, including pupils' awareness of personal safety. The school's innovative 'forest schools' curriculum provides pupils with opportunities to develop their understanding of teamwork and environmental responsibility.

All leaders have a well-informed understanding of the school's strengths and improvement priorities. Governors are dedicated to the school. They actively support how the school builds on its strengths.

Staff say they feel valued. They know that leaders are mindful of their well-being and workload. Staff appreciate the opportunities for professional learning to help realise the school's renewed vision. The school is well supported by the trust.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, assessment is not fully developed. This means that teachers are not always clear about what knowledge and skills they

should be checking so that all pupils build their knowledge securely over time, particularly when responding to detailed written tasks. The school should ensure that all staff know how best to help pupils develop their knowledge and understanding securely over time so that they achieve as well as they can, particularly in writing.

- Staff expectations of what some pupils can achieve are not consistently high across all year groups, in the school's mixed-age classes. On occasion, some pupils do not sustain high enough levels of focus and concentration, particularly when learning new or complex ideas. When this happens, low-level disruption sometimes occurs that distracts other pupils from their learning. The school should ensure that all staff have the skills they need to sustain consistently high expectations in all year groups so that all pupils learn well.

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	138926
Local authority	Leicestershire
Inspection number	10254791
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	Board of trustees
Chair of trust	Jeremy Benson
CEO of trust	Stef Edwards
Headteacher	Hannah Roddy
Website	www.thrussington.leics.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The headteacher joined the school in April 2020. In October 2023, the school joined the Learn Academies Trust.
- The school is part of the Diocese of Leicester. The most recent section 48 inspection of this Church of England school, which is an inspection of the school's religious character, took place in November 2019.
- The school does not use any alternative education 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.

- 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.
- Inspectors met with the headteacher and other members of staff, including the school's coordinator of the provision for pupils with SEND.
- The lead inspector met with three members of the local governing body, including the chair. He also met with two leaders from the trust, including the chief executive officer and a member of the board of trustees.
- Inspectors carried out deep dives in early reading, geography, mathematics and science. For each deep dive, inspectors held discussions about the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector also considered curriculum documentation for a range of other subjects, including computing, history, PSHE and the school's 'forest school' curriculum.
- The lead inspector listened to pupils from key stage 1 and Year 3 read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons and around the school site during playtime and lunchtime in the main hall. They spoke with several groups of pupils, both formally and informally.
- 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 considered the responses to Ofsted Parent View and Ofsted's survey for staff.

Inspection team

Chris Stevens, lead inspector

His Majesty's Inspector

Ryan Brown

Ofsted Inspector

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