

Inspection of a school judged good for overall effectiveness before September 2024: Thameside Primary School

Harley Road, Caversham, Reading, Berkshire RG4 8DB

Inspection dates:

23 and 24 April 2025

Outcome

Thameside Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

This is a school where pupils are nurtured and cared for. Because of this, pupils feel happy and safe. Pupils relish the learning opportunities, which they say are fun and interesting. They celebrate the rich diversity of the school community and value each other's differences.

The school has high expectations for pupils' conduct and success. As a result, pupils behave well in lessons and around the school. There is a calm and orderly atmosphere in classrooms. Where pupils struggle to regulate their behaviour, the school ensures that robust plans are in place to support them. This support is effective.

Pupils, especially those with special educational needs and/or disabilities (SEND), respond positively to the support they receive. They can talk to and share any worries or concerns with trusted adults. Pupils achieve broadly in line with national averages. They are well prepared for the next stage of education.

Pupils make many positive contributions to school life. They look forward to taking on one of the many leadership roles and responsibilities, which helps to develop their confidence. Pupils enjoy helping other children across the school. The school provides pupils with a wide range of many memorable learning opportunities that enrich the curriculum and bring learning alive.

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

The school has redesigned some of the curriculum recently. Key knowledge and skills are mapped across all subjects. Learning is sequenced carefully so that pupils build on their

knowledge systematically as they move through the school. Learning activities engage and interest pupils.

The impact of the school's curriculum can be seen in pupils' work and the school's published outcomes for mathematics and reading. The school has recognised the need to develop its writing curriculum further. The action staff have taken is already having a positive impact in pupils' books.

However, some changes to subjects in the wider curriculum are relatively new. In these subjects, pupils do not deepen or apply their knowledge of the curriculum as well as they could, and some have difficulty recalling their learning. For example, pupils do not always apply their existing knowledge to draw conclusions and evaluate their thinking. In these subjects, teachers do not routinely identify and address pupils' misconceptions. This means pupils' knowledge does not always deepen over time.

Staff identify pupils with SEND quickly. They are highly skilled and effective in supporting these pupils in the classroom through suitable adaptations to the learning. Consequently, all pupils access the same curriculum as their peers.

Children in the early years receive a strong start to their education. The school has created an environment that helps children to practise and develop their language and number skills. They engage well in lessons and, under the clear guidance of staff, show curiosity in all areas of learning. The classrooms provide children with an interesting range of resources to guide their learning. Children are very well prepared for their next steps in key stage 1.

Reading is a priority. Staff ensure that pupils develop a deep love of reading. Skilled and well-trained teachers deliver the phonics programme expertly, ensuring that all pupils are supported to become fluent readers. Staff act quickly to support all pupils and to close any gaps in phonics knowledge. The books pupils read help them practise the sounds they are taught.

Pupils with additional behaviour needs benefit from a nurturing approach that gives them every opportunity to be successful in school. Persistent absenteeism remains below national averages. This is because the school takes swift action to identify concerns, working with parents, carers and pupils to encourage strong attendance. Staff work effectively to do all they can to ensure pupils attend school and on time.

Staff ensure that pupils learn about different families, backgrounds, cultures and beliefs. Pupils have a broad understanding of the school's values and show this in their interactions around the school. Pupils relish the chance to take part in sporting competitions or school productions. They have a secure knowledge of keeping healthy and safe, including online. The school also focuses on providing pupils with the tools to support their own mental health and well-being.

The school's actions have maintained the standards since the previous inspection. Governors are knowledgeable about their responsibilities and have a firm understanding

of the school's strengths and areas for development. Leaders at all levels provide strong support to staff regarding their well-being. Staff workload is well considered when taking on new initiatives. Staff benefit from well-considered professional development and training to support their teaching.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

- The school's checks of what pupils have learned and remembered are not fully developed across the curriculum. This means that, in a few foundation subjects, staff do not consistently identify and address gaps in pupils' knowledge or build on prior learning. The school should equip staff with the skills and expertise to check pupils' understanding accurately and use this information to inform future teaching to help pupils build on prior learning successfully.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in November 2019.

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	109800
Local authority	Reading
Inspection number	10379710
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	326
Appropriate authority	The governing body
Chair of governing body	Paul Cowley
Headteacher	Sophie Greenaway
Website	www.thamesideprimary.co.uk
Dates of previous inspection	12 and 13 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school runs its own breakfast and after-school club.
- The school currently uses one unregistered alternative provision.

Information about this inspection

- 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-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, deputy headteacher and other senior staff including the school business manager and the special educational needs coordinators (SENDCOs).
- The inspector met with members of the governing body and a representative from the local authority.

- The inspector visited a sample of lessons, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspector spoke with groups of pupils and observed behaviour at breaktime.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took into account 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.
- The inspector took account of a range of other information, including the school's own self-evaluation, the school development plan, school policies and minutes from the governing board meetings.
- The inspector took account of the views expressed through the online survey, Ofsted Parent View. He also took into consideration the online Ofsted pupil and staff surveys.

Inspection team

Simon Woodbridge, lead inspector

His Majesty's Inspector

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