

Purfleet Primary Academy

Address: Tank Hill Road, Purfleet Primary Academy, Purfleet-on-Thames, Essex, RM19 1TA

Unique reference number (URN): 139380

Inspection report: 10 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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 

Leaders are focused on ensuring that pupils, including those with low starting points on arrival, typically achieve well. This means that pupils leave here usually being able to read, write and calculate to the nationally agreed standard. In reading, pupils often achieve better than their peers nationally, including pupils eligible for pupil premium funding. This is down to the well-ordered way that reading is taught. Gaps in pupils' knowledge are quickly identified and successfully addressed overall. Pupils with special educational needs and/or disabilities progress well from their various starting points. Most are well supported to reduce barriers to their learning.

In subjects other than English and mathematics, pupils are also able to recall key knowledge. However, some pupils cannot remember knowledge in these other subjects in enough depth or detail. This hinders how far these pupils can achieve in these wider curriculum subjects.

Attendance and behaviour

Expected standard 

The school has a constant focus on attendance. Leaders are innovative, thorough and tenacious in supporting pupils to come to school. As a result, pupil absence is reducing over time, although not yet in line with national averages for all groups. The school has been particularly successful in working with families to improve the attendance of pupils who are eligible for pupil premium funding, known to social care or pupils with additional needs. Leaders know this an area for continued attention but are doing all they reasonably can to improve attendance. The school has many pupils who leave the area during the school year for reasons not within the school's control. These pupils are safeguarded and kept on roll until a new school placement is found, no matter how long this can take.

Pupils across the whole school behave incredibly well. There are rarely instances of any disruptive behaviour. Pupils are very polite and well mannered. They show high levels of respect for each other and for staff. Pupils follow the well-established start of day and breaktime routines well. They move quietly in corridors and in between lessons. Pupils understand the high standards set for their behaviours. Sanctions, if needed, are applied fairly and consistently. Pupils demonstrate positive attitudes to their learning and clearly love this school.

Curriculum and teaching

Expected standard 

The school has ensured that there is a well-thought-out curriculum in place that builds pupils' knowledge over time from Nursery through to Year 6. Staff prioritise the teaching of key knowledge in reading, writing and mathematics. Staff make appropriate adaptations to learning, especially in English and mathematics. Misconceptions are usually addressed quickly. Reading is taught well. This starts with a consistent approach to the teaching of letter sounds and early reading skills. There is a focus on exposing pupils to ambitious texts and vocabulary. Pupils enjoy regular opportunities to read. Staff model a love of reading well. They make sure pupils can form letters correctly, know spelling rules and how to

punctuate their writing correctly. Pupils have the opportunity to rehearse and practice important number facts, such as number bonds and times tables. The school checks if any pupils are struggling with these key skills, including pupils with additional needs or those who are eligible for extra funding. Staff quickly put support in place to address this.

The teaching of subjects other than English and mathematics is generally sound. However, in some subjects and year groups, teachers' lessons can lack the ambition that leaders intend.

Early years

Expected standard 

Children get off to a positive start in nursery and school life. Children are warmly welcomed each morning. The children come in happily and are chatty. They quickly settle into early work set out for them, including enjoying stories and looking at books. The school puts time and effort into getting to know all the children well, including working closely with other feeder nursery settings. They use this knowledge to tailor provision so that children, including those with additional needs or vulnerabilities, thrive in the setting.

The requirement of the early years curriculum is well understood by leaders. There is a wide range of opportunities for children to develop across all areas of learning, especially in communication and language, which is a key gap when children start. Teachers monitor exactly what activities children have been accessing independently, so they know when gaps are filled. Staff do use questioning well. However, leaders are currently working on ensuring that this is more consistent across all classes.

Staff in the early years deliver the early reading programme with skill and confidence. Children engage well in their phonics lessons and are beginning to use their knowledge in their writing. Children secure number knowledge. The early years curriculum is carefully designed so that children's knowledge builds from nursery upwards. Children are ready for Year 1. Most children achieve in line with national expectations by the end of Reception Year.

Inclusion

Expected standard 

Leaders successfully support the many diverse needs of pupils at this school. They have effective systems in place to accurately identify pupils with special educational needs and/or disabilities (SEND), those eligible for pupil premium and those known to social care. Leaders are proactive in securing additional support for all vulnerable pupils. They act well on the advice of external agencies, such as speech and language therapists. Staff receive training relevant to the additional needs and challenges pupils face. Staff are therefore well-equipped to make suitable adaptations and bespoke adjustments. This ensures that vulnerable pupils successfully access their learning and improve their wellbeing. Pupils' support plans are typically well-matched to their needs. However, sometimes the approach to support some pupils with SEND who have the highest needs is not as precise as it needs to be. These pupils do not have gaps in their knowledge filled as quickly as possible.

The pupil premium strategy is carefully thought through. Leaders, for example, have used resources well to improve attendance and outcomes for pupils who are eligible for pupil

premium funding. The school works closely with social care to ensure that pupils who are known to them are able to settle, feel safe and make progress.

Leadership and governance

Expected standard 

Leaders know the school well and are aspirational for all pupils. They are accurate in their identification of what is working well and what are the areas to work on. Leaders' drive and ambition have had a positive impact on improving behaviour and outcomes, for example. The school works well with the trust to implement strategic objectives, such as recent initiatives on how to adapt learning to meet a range of needs in class.

The local governing board and trustees combine well to ensure leaders are held to account. The dedicated team of governors is able to monitor the day-to-day operation of the school to check on school priorities. They engage well with staff and parents. The trust provides effective support, strategic direction and oversight of standards through a well-established risk management process.

Leaders have worked hard to build positive relationships with parents and carers. This is appreciated by families as noted in the parent survey feedback. It has been a contributing factor in improving attendance for example. More parents are now engaging in school life. Leaders have put the school at the heart of the community. Staff are very positive about working here and value the care for their wellbeing too.

Personal development and wellbeing

Expected standard 

Leaders are determined for pupils to engage in experiences that they may otherwise not have the chance to do. Therefore, leaders deliberately plan for pupils to visit, for example, local museums, theatres and wildlife sites. They have adapted the outside space to allow pupils to experience nature, as the school is in an urban area. Pupils take part in entrepreneur weeks. They have raised money to fund a minibus so they can go on trips, and many participate in the residential visit at the start of Year Six. Leaders encourage pupils to take part in a trust initiative that offers them a choice of new experiences by the time they reach the age of 11.

The school is currently focused on ensuring that pupils understand global issues about sustainability, such as recycling and reducing food waste. In addition, the school aims to bring the personal development programme to life by inviting visitors to the school, for example to raise awareness about online safety or the dangers of knife crime. There is also a range of extra-curricular clubs that pupils are encouraged to take part in. These are well attended, including for pupils eligible for additional funding.

Pupils value their personal, social, health and economic lessons (PHSE). They are taught about how to have a healthy lifestyle, about safe relationships and how to navigate staying safe on the internet. They learn about different religions and cultures. This is important to be ready for citizens in modern Britain.

Some pupils can talk knowledgeably about what they learn in their PHSE lessons. For example, older pupils can talk about the need to be alert to the risks posed by artificial intelligence. They know how to prepare for how their bodies will change as teenagers.

However, the depth of understanding of some aspects of PHSE is not as secure across the whole school.

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

Pupils at this school achieve well, make friends and are well cared for. Many pupils have barriers to learning and/or come to the school at different times during the year. Some pupils arrive having not been in the local area for very long. They benefit from how quickly staff identify their needs, make them feel welcome and provide effective support to overcome these challenges. It is no surprise that pupils look forward to coming to school each day. They actively engage in all that the school has to offer them. More pupils are now attending school more regularly.

Pupils benefit from staff's dedication to wanting everyone to succeed, regardless of pupils' background or circumstance. The school is especially committed to ensuring that pupils can read and that barriers to learning are successfully reduced. Pupils develop their understanding of the world beyond the school gates. This starts in Nursery and continues through all year groups. This is a positive, upbeat and good-humoured place to learn. Staff show compassion without compromising on the high standards of conduct expected.

Pupils here often attain above national averages in reading at the end of Year Six. This includes for pupils who are disadvantaged. Pupils with special educational needs and/or disabilities progress suitably from their various starting points. This is due to a range of appropriate interventions put in place for them.

Pupils are very respectful of the diverse cultures and beliefs represented here. Pupils are motivated to do well. They like gaining signatures in their rewards book. They can be mental health champions and represent their class on the school council. Pupils learn about their wider community, for example through links to the local heritage centre and nature reserve.

Pupils know that staff will help them with any concerns. Staff are well-trained to support pupils' well-being, and this helps to keep them safe.

Next steps

- Leaders need to further strengthen the precision with which they adapt support for pupils with special educational needs and/or disabilities who have significant additional needs.
 - Leaders need to ensure that the teaching of foundation subjects is consistently high-quality across all year groups.
 - Leaders should robustly check that pupils consistently secure knowledge in foundation subjects, including PHSE, to the depth and detail intended.
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About this inspection

This school is part of Reach2 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, Cathie Paine, and overseen by a board of trustees, chaired by Gavin Robert.

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, deputy headteacher and both assistant headteachers during the inspection. This included the special educational needs coordinator. The inspectors also spoke to the deputy director of education from the trust responsible for this school. Inspectors spoke to a range of staff and pupils. They also reviewed the responses from the staff, pupil and parent surveys.

The lead inspector met with the members of the local governing board, including the chair of governors. She also met with a trustee and representatives from the trust executive team and school improvement team.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

The school operates a nursery for pupils aged 3 to 4. These children attend either part time or full time.

The school also runs its own breakfast and after-school club.

Headteacher: Eugene Samuel

Lead inspector:

Sara Boyce, His Majesty's Inspector

Team inspectors:

Michael Thomas, Ofsted Inspector

Karen Stanton, Ofsted Inspector

Paul Fykin, Ofsted 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 10 March 2026

School and pupil context

Total pupils

610

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

School capacity

630

Well 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

Pupils eligible for free school meals (FSM)

37.91%

Above 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%

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

4.26%

Close to 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%

Pupils with special educational needs (SEN) support

13.44%

Close to average

What does this mean?

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

National average: 15%

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.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

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

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	61%	Close to average
2024/25 (revised)	65%	62%	Close to average
2023/24 (final)	68%	61%	Close to average
2022/23 (final)	65%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	74%	Above
2024/25 (revised)	78%	75%	Close to average
2023/24 (final)	86%	74%	Above
2022/23 (final)	77%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	72%	Close to average
2024/25 (revised)	78%	72%	Close to average
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	75%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25 (revised)	75%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	77%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	46%	Close to average
2024/25 (revised)	41%	47%	Close to average
2023/24 (final)	56%	46%	Close to average
2022/23 (final)	48%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	66%	63%	Close to average
2023/24 (final)	86%	62%	Above
2022/23 (final)	64%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	59%	Close to average
2024/25 (revised)	59%	59%	Close to average
2023/24 (final)	64%	58%	Close to average
2022/23 (final)	67%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	60%	Close to average
2024/25 (revised)	52%	61%	Close to average
2023/24 (final)	64%	59%	Close to average
2022/23 (final)	67%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	68%	-19 pp
2024/25 (revised)	41%	69%	-28 pp
2023/24 (final)	56%	67%	-12 pp
2022/23 (final)	48%	66%	-18 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	80%	-7 pp
2024/25 (revised)	66%	81%	-15 pp
2023/24 (final)	86%	80%	6 pp
2022/23 (final)	64%	78%	-15 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	78%	-14 pp
2024/25 (revised)	59%	78%	-20 pp
2023/24 (final)	64%	78%	-14 pp
2022/23 (final)	67%	77%	-11 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	80%	-18 pp
2024/25 (revised)	52%	81%	-29 pp
2023/24 (final)	64%	79%	-16 pp
2022/23 (final)	67%	79%	-13 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.6%	5.2%	Above
2023/24 (3 term)	6.9%	5.5%	Above
2022/23 (3 term)	7.0%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	20.6%	13.3%	Above
2023/24 (3 term)	23.1%	14.6%	Above
2022/23 (3 term)	26.0%	16.2%	Above

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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