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20 April 2018

Mrs Hannah Wheeler
Headteacher
St Peter and St Paul Carbrooke Church of England Primary Academy
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Dear Mrs Wheeler

Short inspection of St Peter and St Paul Carbrooke Church of England Primary Academy

Following inspectors' visits to the school on 27 February 2018 and on 7 March 2018, we write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. This was the first short inspection carried out since your predecessor school was judged to be good.

Based on the evidence gathered during this short inspection, we have identified some priorities for improvement which we advise the school to address. In light of these priorities, the school's next inspection will be a full section 5 inspection.

There is no change to the school's current overall effectiveness grade of good as a result of this inspection.

Since the previous inspection, the school has experienced a period of considerable change. You took up your post as headteacher in January 2016 and your deputy headteacher was appointed in January 2018. There have also been a number of changes to the teaching staff since January 2016. On your arrival, you considered that aspects of the school's provision were not as effective as you wished them to be. With significant, effective support from the Diocese of Norwich Education and Academies Trust (DNEAT) you are bringing about the changes you judge to be necessary.

St Peter and St Paul Primary supports pupils' emotional well-being effectively through developing their ability to talk about their feelings. Pupils explained that they felt that the staff listened to them and protected them. The overwhelming majority of parents were very positive about how happy their children were at the school in their response to the Ofsted online questionnaire, Parent View.

Leaders, including governors and the trust, have high expectations for the academic and social success of pupils. You have led improvements to the teaching, learning

and assessment of reading, writing and mathematics at key stage 2 and within this key stage pupils make consistently good progress. You have also improved pupils' attitudes to their learning through positive reinforcement and reward. You have outlined clearly your vision for success at the school in the school development plan.

Supported by the trust, the governing body has access to the school's data and information gathered as a result of leaders' regular monitoring. This enables governors to gain vital information about the quality of education provided. Governors also visit the school frequently and use their knowledge to pose challenging questions and to commend the school's successes.

Most pupils behave very well. They are respectful and supportive of each other's learning. Most pupils are enthusiastic learners who want to do well. Pupils explained how much they like coming to school because they enjoy their learning and value the teaching they receive.

You continue to work hard, and with some success, to improve the behaviour of a small proportion of pupils who find it hard to make the correct behaviour choices. However, you know the number of behaviour incidents that result in pupils receiving fixed-term exclusions remains too high. With the support of the trust you have rightly made this a focus of your school improvement work.

You ensure that pupils have access to a well-balanced curriculum. For example, pupils learn about different faiths and cultures. They also take part in a range of sports such as judo and hockey as well as studying topics in history, geography and science. Pupils develop into informed citizens and are appropriately aware of the different ways people live their lives.

The previous inspection report raised the importance of improving pupils' achievements in writing in line with their achievements in reading. You have secured this improvement at key stage 2 through a clear focus on strengthening pupils' use of vocabulary and sentence structure. Pupils also routinely edit their work, helping them to consider the effectiveness of their language choices.

The previous inspection report noted the importance of improving the quality of teaching through effective questioning. At key stage 2, inspection evidence demonstrates that teachers' challenging questions help to extend pupils' understanding and contribute to the progress they make. For example, in a Year 5 class the teacher's challenging questions helped pupils make successful connections between different approaches to long division. As a result, pupils applied their skills and knowledge independently and well.

In your school development plan, you have rightly identified the importance of increasing the proportion of children who reach a good level of development in Reception. Children do not currently make consistently good progress in all areas of the early years curriculum. You acknowledge in your improvement plan the importance of improving the teaching of phonics and writing in Reception. Children

do not currently make strong progress in their understanding of phonics.

Pupils in key stage 1 do not currently make good progress in developing their reading skills. The teaching of phonics does not rigorously strengthen pupils' understanding of language and how it can support their reading skills. You have identified the importance of improving pupils' phonics skills through your work with the trust and work is underway to address this.

Attendance has been below average for the past few years. You have established a range of strategies to encourage pupils to attend frequently. Although attendance remains below average, you are continuing to make clear the link between achievement and school attendance to both parents and pupils. As a result, pupils' attendance has improved.

Safeguarding is effective.

The leadership team is tenacious in ensuring the physical safety and emotional well-being of pupils. Inspectors spoke with many pupils, who explained that they felt safe and well looked after at the school. Pupils also confidently described how the school teaches them about online safety. Consequently, pupils have a very strong understanding of how to keep safe when online. One pupil said, 'There is no way anyone could come to harm as we have been taught how to stay safe.'

Almost all parents and staff who responded to the online questionnaire stated that pupils were safe at the school. Pupils understand the concept of bullying and the many forms it can take. Pupils spoken with were adamant that if a friend were to be bullied, a member of staff would step in and resolve the issue quickly.

Leaders have ensured that staff receive appropriate safeguarding training on a regular basis. All staff receive training in positive behaviour management and a small proportion of staff are trained in the use of physical restraint.

Leaders, including governors, ensure that the school's safeguarding processes are secure. The governor responsible for safeguarding regularly reviews the checks that the school carries out on all adults who work at the school. Leaders responsible for safeguarding ensure that all records are maintained securely. However, leaders acknowledge that improvements could be made so that all records are sufficiently detailed.

Leaders follow up on referrals swiftly and appropriately. The school is also highly sensitive to the needs of pupils and ensures that they receive the right support to help them to develop as responsible citizens of the future.

Inspectors were made aware during this inspection that serious allegations of a child protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the school were considered alongside other evidence available at the time of the inspection to inform inspectors' judgements.

Inspection findings

- The first line of enquiry focused on how leaders were ensuring that pupils made progress in phonics. Although the proportion of pupils who met the required standard in the phonics screening check has been at or above the national average for the past few years, results have declined slowly, resulting in a significant proportion of pupils not meeting the standard in 2017.
- Pupils are eager to learn. They demonstrate strong behaviour for learning. Leaders have identified phonics and reading as an area for development and have adapted the school timetable to facilitate small group teaching. Additionally, leaders have worked closely with advisers from the trust to improve the teaching of reading and phonics. However, this work is relatively recent, and the impact is not yet evident.
- Inspection evidence shows that staff were not systematically making explicit the link between words on a page and their sounds. As a result, many pupils do not make strong progress in their reading. Staff do not consistently make clear the meaning of words that pupils learn to read and, thereby, do not extend pupils' vocabulary effectively. For example, many pupils could not read an information sheet about bears to help with their writing task as it contained a lot of unfamiliar words.
- The second line of enquiry focused on how well leaders were enabling pupils to make rapid progress in every area of the curriculum. At both key stages, pupils do not consistently make accelerated progress in reading, writing, mathematics and science.
- The previous inspection report stated that staff should improve their questioning to accelerate pupils' progress. In key stage 2 classes, teachers and teaching assistants used questions effectively to support pupils' understanding. For example, in a Year 5 and 6 English class the teacher was observed asking pertinent questions about a text. Pupils' responses demonstrated their understanding and they were able to make the link between words and the meaning a writer intended to convey.
- At key stage 1, staff do not support pupils' reading skills consistently well. Leaders acknowledge that pupils' language skills are not well-developed. However, the curriculum does not address this effectively through the teaching of phonics and reading skills. As a result, pupils make variable progress in reading at key stage 1.
- The inspection also focused on how well leaders were ensuring that children in the early years develop strong skills, knowledge and understanding in preparation for study in Year 1. Although it has improved slightly, the proportion of children reaching a good level of development at the end of the Reception Year has been below average for the past few years.
- Children in Reception are eager, responsive learners. They maintain their attention and do not flit between activities. In collaboration with the trust, the outdoor area has been redesigned to enable children to develop their mark-making skills more effectively. The trust has also worked closely with staff to

embed more consistent approaches to developing children's reading and writing skills. For example, the trust has shared the expertise of other settings. The trust continues to support the school to improve this aspect of its work, but it is too early to evaluate that impact.

- Leaders and the trust have identified children's language acquisition and development as an area for development. However, the impact of their work is not yet evident in the activities and tasks set for children in Reception.
- The final line of enquiry focused on how well pupils are supported to ensure that they are safe both at school and beyond. The school's pastoral support for pupils is strong. Pupils feel safe and told inspectors that members of staff would help them if they needed support.
- Your introduction of a new behaviour policy has raised the standards of behaviour that are deemed acceptable in school. Pupils are eager for staff to confirm their good behaviour through the rewards system. The majority of pupils behave well both in class and around the school. Pupils are typically kind, welcoming and friendly towards each other and adults. Pupils form strong, supportive relationships with each other and staff.
- You and your leaders have worked innovatively to provide pastoral support for the most vulnerable pupils. For example, pupils receive specialist support to improve their emotional well-being which, in turn, enables them to learn more successfully.
- Although attendance has improved, it is still below the average. The school leadership has worked hard to provide clear incentives for pupils to attend school. Leaders strive to communicate the message that regular attendance at school is linked to improvements in achievements across the curriculum.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they accelerate their work to ensure that pupils' attendance continues to improve and is at least average
- pupils make good or better progress in phonics and their reading skills at key stage 1
- children make consistently strong progress in the development of their skills, knowledge and understanding in Reception
- pupils make at least good progress in subjects across the wider curriculum
- they improve strategies to reduce the number of incidents that lead to fixed-term exclusions
- they review and, where necessary, amend record-keeping systems relating to behaviour and safeguarding.

This letter is being copied to the chair of the governing body and the chief executive officer of the Diocese of Norwich Education and Academies Trust, the director of education for the Diocese of Norwich, the regional schools commissioner and the director of children's services for Norfolk. This letter will be published on the Ofsted website.

Yours sincerely

Susan Aykin
Her Majesty's Inspector

John Lucas
Her Majesty's Inspector

Information about the inspection

During this inspection, meetings were held with you, other senior and middle leaders and a group of three governors. Inspectors also met with the chief executive officer, the area group executive principal and director of school improvement of the trust. An inspector also spoke with a representative from the local authority on the telephone.

Inspectors spoke with pupils informally in classrooms and when walking around the school site. Inspectors also met with two groups of pupils.

During three tours of the school with you, inspectors visited each class and observed pupils at work.

A scrutiny of pupils' work in their books and folders was undertaken.

Policies and procedures for the safeguarding of pupils were examined along with the school's record of checks carried out on staff working at the school.

A range of documents were analysed or discussed, including: the school's self-evaluation and improvement plans; documents relating to pupils' achievement, attendance and behaviour; minutes of governors' meetings; and curriculum plans.

Inspectors considered the views of 73 parents who responded to Ofsted's online questionnaire, Parent View, as well as the views parents expressed via free text. Inspectors also considered the views of seven members of staff.