

# Inspection of St Peter and St Paul Church of England Primary Academy

Church Street, Carbrooke, Thetford, Norfolk IP25 6SW

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Inspection dates: 2–3 October 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this school?**

Pupils enjoy learning at this school. Leaders expect staff to nurture pupils as members of a caring family. Pupils build strong relationships with each other and with staff. Pupils also enjoy caring for the school's dog, 'Willow'.

Leaders have improved many aspects of the school since the previous inspection. They have introduced a new school curriculum. This demands more of what pupils can learn and achieve.

Pupils behave well. They have responded well to adults' raised expectations of them. They concentrate on learning in their lessons. All parents who replied to Ofsted's online questionnaire, Parent View, responded that their children are happy at school. Parents also reported that they would recommend the school to others.

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

Leaders' work on the new curriculum and how it is taught has led to big improvements in pupils' learning. In mathematics, for example, all pupils now learn how to solve problems and reason. Pupils now can do more in mathematics using the skills they have learned.

Leaders have placed great importance on the teaching of reading. Teachers are more skilled at teaching phonics. From an early age, pupils enjoy books. They learn the skills of reading quickly. Older pupils talk about their reading maturely and with enthusiasm. They regularly borrow books from school to read at home.

Leaders' actions to improve writing are working. The common approach to handwriting helps pupils to improve their presentation. Teachers ensure that pupils have the skills and knowledge needed to write for a range of purposes. For example, when writing about the First World War, pupils write knowledgably and with empathy. The teaching of spelling in key stage 1 is developing. Further improvement is needed so that all pupils spell well by the end of Year 2.

Leaders are changing the curriculum for subjects other than English and mathematics. This work is in its early stages. Teachers are still getting to grips with how this is delivered. As a result, pupils do not always remember the most important ideas.

Staff support the needs of pupils with special educational needs and/or disabilities (SEND) well. Staff know these pupils' specific needs and provide effective help for them. Where necessary, leaders secure expertise from external agencies. Pupils with SEND are fully included within the curriculum and the school community.

Pupils' personal development is central to the work of the school. Pupils learn about the many different lifestyles and beliefs within modern Britain.

Staff provide pupils with many clubs and extra-curricular activities. Most pupils take part in at least one of these. Staff arrange many educational trips to places of local

and national importance. Leaders make sure that disadvantaged pupils can take part in these clubs and trips.

In the early years, staff prepare the children well for their next steps in education. In Reception, children quickly learn leaders' high expectations for behaviour. Children share their learning enthusiastically and play well together. Staff make sure that they quickly help children who fall behind to catch up.

The school has very recently taken responsibility for the nursery, which includes provision for two-year-olds. Children play well together in the nursery and particularly enjoy the recently developed outdoor learning spaces. Leaders already know its strengths and weaknesses. They have plans under way to make the nursery even better.

School leaders have strong partnerships with staff and parents. Staff are proud to work at the school. They work closely with parents to support pupils' learning at school and home. Many parents told inspectors that they value the way staff work with parents.

Trust leaders and governors have contributed a great deal towards the school's improvement. The trust provides helpful training for school leaders and teachers. Trust leaders also work with governors to challenge leaders effectively to ensure that they meet governors' and trustees' high expectations.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that adults are well trained to keep pupils safe. Adults are vigilant in carrying out this duty. They act swiftly when they have concerns. Leaders work closely with external agencies to ensure that vulnerable pupils receive the support they need.

Staff teach pupils how to assess risks and stay safe. Staff also inform parents about risks that pupils may face at home and in the community.

Leaders ensure that all required checks are carried out to be certain that adults working with pupils are suitable.

Governors check to make sure that leaders and staff carry out their safeguarding duties effectively.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders need to plan the curriculum so that teachers understand the knowledge and skills that must be taught for subjects other than English and mathematics. Teachers need to be clearer about what information they want pupils to grasp in

each unit of work. Teachers should then ensure that activities aim to help pupils learn these specific knowledge and skills.

- Leaders need to clarify and ensure consistent delivery of their expectations for the teaching of spelling in key stage 1. Teachers need to identify swiftly when pupils do not understand spelling rules. Teachers then should ensure that pupils thoroughly understand spelling rules before moving further in the spelling curriculum.

## 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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	141721
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10110234
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	186
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Willie Crawshay
<b>Headteacher</b>	Hannah Wheeler
<b>Website</b>	<a href="http://www.carbrookeschool.co.uk">www.carbrookeschool.co.uk</a>
<b>Date of previous inspection</b>	7 March 2018

## Information about this school

- The nursery became part of the school on 1 October 2019, the day before this inspection.
- St Peter and St Paul Church of England Primary Academy is a school with a religious character. Its previous section 48 inspection for schools of a religious character was July 2019. The report for this inspection is available on the school's website.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors had discussions with the headteacher, deputy headteacher, SENCo, subject leaders and the leader for the early years provision. They also had discussions with trust leaders and members of the local governing body.
- Inspectors spoke with parents, analysed 20 responses to Ofsted's online questionnaire, Parent View, 18 text responses from parents, one letter sent to inspectors by a parent and 13 responses to the staff questionnaire.
- Inspectors spoke with teachers, including newly qualified teachers, support staff

and pupils through the course of the inspection.

- Inspectors took account of a wide range of information, including the school's website, development plans, information about pupils' needs, leaders' monitoring of teaching, learning and assessment and leaders' records about pupils' behaviour. Inspectors reviewed documentation regarding safeguarding.
- Inspectors visited lessons across the school and carried out scrutiny of pupils' books. Inspectors started the inspection focusing on English, mathematics, history and science. To answer questions raised on the first day of the inspection, inspectors visited lessons in other subjects on the second day of the inspection.

### **Inspection team**

Al Mistrano, lead inspector

Her Majesty's Inspector

Jo Nutbeam

Ofsted Inspector

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