

Inspection of Antingham and Southrepps Primary School

Lower Street, Southrepps, Norwich, Norfolk NR11 8UG

Inspection dates: 29–30 January 2020

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Inadequate

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils are happy coming to school. Yet, the quality of education they receive is poor. Leaders provide a curriculum that is often a jumbled mix of lessons. Pupils complete work that does not build on what they already know or can do. They often find the work too easy. Pupils lose concentration and their learning slows. They achieve far less than they should.

The support for pupils' personal development is strong. Pupils enjoy a broad range of opportunities such as trips and visits. They really enjoy taking part in the wide variety of sporting competitions. There is a lot for pupils to do at breaktimes. Older pupils play well with younger children, and like to help and encourage children learning to balance on the play equipment.

Pupils are taught to respect each other. Bullying is rare. Pupils told us that because the school is so small, they get to know everyone and make friends easily.

Despite significant weaknesses in key stages 1 and 2, children in the early years receive a much better education. The children, including the very youngest in the new Nursery provision, are well looked after, happy and learn well.

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

The curriculum across key stages 1 and 2 is weak and disjointed. It is poorly planned in most subjects. Pupils often experience a series of one-off lessons that do not take account of what they need to know or what they have learned before. Pupils, including those with special educational needs and/or disabilities (SEND), are not achieving as well as they could.

Curriculum planning in most subjects is new. Leaders have thought about their aims for their curriculum. However, staff training in how to implement the new curriculum has not been effective. Recent plans introduced to support teachers lack detail. Teachers find it difficult to teach the new curriculum effectively, particularly for mixed-age classes.

Leaders, governors and the trust have not addressed the issues identified at the previous inspection. Too many leaders, including those in the trust, think the quality of education is better than it is. They have not checked that what they are doing is making enough difference to pupils' learning.

Despite inadequacies in the curriculum in key stages 1 and 2, practice in the early years is more effective. In the early years classes, staff are skilled in engaging with children as they play and explore. They ask questions well to check children's understanding. Staff use children's interests and what they can do already to plan

future learning. We saw children excitedly creating their own 'journeys' from different objects and taking pride in navigating them successfully.

Teaching in the early years is supported by a strong early reading curriculum. In the Nursery, children listen to stories and rhymes and, when ready, learn to recognise some letter sounds. Children in the Reception Year and pupils in Years 1, 2 and 3 use their phonics skills to read and spell new words. Pupils listen attentively to their teachers reading. Staff discuss reading with pupils and guide them to explore different types of books. However, teachers do not plan well enough to build on this strong start in early reading. Pupils find tasks too easy, and do not develop reading skills well enough as they move through key stages 1 and 2.

Around the school, pupils are courteous and well-mannered. Leaders have successfully raised the profile of attending school regularly. The breakfast club is successful in improving some pupils' attendance. Very few pupils are late to school. In lessons, pupils lose interest when the work is too easy, which leads to distracted behaviour and low-level disruption. Staff deal with this well, but it happens too often.

The head of school supports staff well to promote pupils' personal development. The pupil premium funding is making a real difference to disadvantaged pupils' well-being. Staff provide pupils with effective emotional and social support. Throughout the school, pupils understand that people have different faiths and beliefs, and that other people's opinions can be equally valid. Pupils take part in discussions about various issues and gain confidence in speaking to an audience. They enjoy any opportunities to be amazed by the world, with many still talking about the recent assembly on miracles.

Most parents are very pleased with all aspects of the school's work. Many told us how well their children were cared for. A few would appreciate more information about what and how well their children are learning. The poor quality and outdated website does not support communication with parents well enough.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that reducing the risk of harm to pupils is everyone's responsibility. They have set up effective systems for reporting concerns about pupils' welfare. Staff training is up to date. Leaders carry out the necessary recruitment checks on the suitability of adults who work at the school. They work jointly with other agencies to get pupils and their families the extra help they need.

Pupils feel safe. They say adults, including governors, listen to them and take their concerns seriously. Recently, governors spoke to pupils about their safety and responded swiftly to their concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in key stages 1 and 2, other than phonics, is poorly planned. Pupils do not develop a sufficient understanding of subjects over time, or achieve as well as they should. Leaders need to ensure that the curriculum in key stages 1 and 2 allows pupils to build on their knowledge, skills and understanding so they are well prepared for the next stage in their education.
- Pupils are given tasks that do not take account of their existing knowledge, skills and understanding. Pupils then complete tasks quickly and are not sure what to do next. This leads to low-level disruptive behaviour and it slows the learning of the pupils and others around them. Leaders should ensure that teachers plan work that extends and deepens pupils' learning.
- Trustees and governors have not done enough to tackle all of the weaknesses identified at the previous inspection. They have not checked that leaders have brought about the required improvements in key stages 1 and 2. The quality of education has declined rapidly. Leaders and trustees have an inaccurate and overgenerous view of the school's effectiveness. Trustees should take prompt and decisive action to increase the capacity and effectiveness of the school's leadership and governance to bring about urgent improvements to the quality of education.
- Trustees and governors have not maintained the school's website effectively. It is significantly out of date and does not provide either parents or members of the public with relevant and recent information. Leaders should ensure that the school's website meets the government's requirements for what should be published online. They should check that it acts as an effective and up-to-date communication tool for parents.

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 are the school and you are 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

Unique reference number	141226
Local authority	Norfolk
Inspection number	10121371
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	67
Appropriate authority	Board of trustees
Chair	John Wollocombe
Headteacher	Marc Goodliffe (Executive Headteacher)
Website	www.nnat.org.uk/antingham-and-southrepps-primary-school
Date of previous inspection	13–14 September 2017, under section 5 of the Education Act 2005

Information about this school

- This school is much smaller than the average-sized primary school. There are four classes: two for early years; one for Years 1 to 3; and one for Years 4 to 6.
- The school is a member of the North Norfolk Academies Trust. The trustees are responsible for holding the school's leadership to account. There is a local governing body.
- A breakfast club and after-school club operate on the school site. They are managed by the local governing body.
- Three of the four teaching staff have joined the school in the last two years.

Information about this inspection

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

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons

responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- We held meetings with the executive headteacher, head of school and other staff. We spoke to staff responsible for the safeguarding arrangements.
- We met with the trustees, including the chair of the trustees and the chief executive officer of the trust. We spoke to the chair of the local governing body and to three other governors.
- We did deep dives in these subjects: reading, mathematics, science and history. We met with the head of school who has responsibility for leading these subjects and visited lessons in all year groups. We talked to pupils, looked at work in their books and spoke with their teachers.
- We took account of the 34 responses to Ofsted’s online questionnaire, Parent View, and 10 free-text responses from parents. We spoke to parents as they brought their children to school. We considered the 10 responses to Ofsted’s survey for staff.

Inspection team

Sarah Warboys, lead inspector

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