

Inspection of Foulsham Primary School Academy

High Street, Foulsham, Dereham, Norfolk NR20 5RT

Inspection dates: 12–13 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are proud of their small village school. They talk enthusiastically about their experiences and learning. Pupils and parents are positive about the range of activities and educational trips offered, which are outlined in the 'Foulsham Passport'.

Pupils behave well in lessons and around the school. They want to learn. Pupils are respectful to staff and one another. Most pupils say that bullying is rare. They are confident that adults will deal with problems effectively. They feel happy and safe in school.

Staff have high expectations of pupils and what they should achieve. Pupils want to do their best. They concentrate and work hard in lessons. Pupils are confident learners.

Pupils have many opportunities to take part in different sporting activities. In every year group, pupils learn to play musical instruments such as the ukulele or glockenspiel.

Pupils are keen to take on responsibilities, such as being a lunchtime helper. They contribute towards decisions about how to improve the school environment.

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

Leaders work closely with staff from the trust, developing and improving the quality of education. Pupils experience a thoughtfully designed curriculum that is being delivered well.

Leaders have carefully planned what pupils learn in reading, writing and mathematics. They have provided staff with the training and skills needed to deliver the curriculum in these subjects. Leaders use the expertise from the trust to continue improving staff's knowledge and skills. Recently, the school joined a local authority project which focuses on improving the curriculum provision in small schools.

Staff effectively use assessment information in reading, writing and mathematics to plan learning that helps pupils achieve better. This has improved the quality of education for pupils, especially in key stage 2. However, in other subjects, teachers do not routinely check what pupils know and need to learn next. Teachers are not able to adapt learning activities as well as they could so that pupils achieve even more.

Leaders make sure that learning to read and write well is a priority for all pupils. Staff are appropriately trained and ensure that the teaching of reading is of high

quality. Children learn to read from the moment they start school. Staff choose books that help children gain their reading skills quickly and well. Teachers correctly identify pupils who begin to fall behind in either reading or writing. They provide appropriate help, so these pupils can catch up. The impact of leaders' improvements can be seen in the quality of pupils' written work in their books.

Pupils in key stage 2 have not been progressing as well as they should in mathematics. Leaders' improvements to the mathematics curriculum are now reaping rewards. Pupils demonstrate secure understanding in lessons. There is still more to be improved. Pupils are not provided with sufficient opportunities to develop their reasoning skills. Those pupils who have the ability to achieve even more are not provided with enough opportunities to show what they know and can do.

Leaders are ambitious for all pupils. Pupils with special educational needs and/or disabilities (SEND) participate in all aspects of school life. Staff provide effective support to pupils with SEND. These pupils achieve well. Leaders work closely with families and external agencies to meet pupils' individual needs.

The school recently received a well-being and mental health award. Leaders use their new pupils' well-being forum to help pupils increase their understanding of physical and mental health. Staff organise exciting trips and visits to bring the curriculum to life and expand pupils' life experiences. Pupils have a good understanding of fundamental British values, such as democracy. They learn about different cultures and sensitively discuss the beliefs of others.

Governors and trust members provide a good balance of challenge and support for senior leaders. Staff are extremely proud to work at the school. They agree that leaders ensure that their workload and well-being are thoughtfully considered.

Leaders understand what children need to learn in the early years. Children start well in the Reception class. Staff provide children with a secure foundation that prepares them well for Year 1. Staff have high expectations of children's behaviour. Activities are planned well, both indoors and outside. Children are confident and curious learners who achieve well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff take good care of pupils. They all receive regular safeguarding training. Staff know what to do if they are worried about a child and how to record their concerns. Leaders deal with any concerns swiftly. They use appropriate external professionals so that pupils receive the help they need.

Governors and trust members understand their legal duties to keep pupils safe. They carry these out effectively. They ensure all staff are suitable to work with children.

Pupils learn to be safe, in an appropriate way for their age. This includes when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have considered the planning and delivery of the curriculum. However, assessment is not developed as well in other subjects as it is in English and mathematics. Leaders should ensure that teachers check what pupils know and remember and plan lessons which enable all pupils to make good progress in all subjects.
- Leaders have improved the curriculum in subjects such as mathematics. Pupils, especially those who have potential to achieve even higher, do not receive enough opportunities to show how much they know and understand in mathematics. Leaders need to ensure that staff have the knowledge and skills to effectively develop pupils' reasoning skills, so that all pupils, especially the most able, achieve the best that they can.

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	144428
Local authority	Norfolk
Inspection number	10121405
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	Board of trustees
Chair of trust	Anthony Williams
Headteacher	Jacqui Lound
Website	www.foulshamprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Foulsham Primary School Academy joined the Synergy Multi-Academy Trust in May 2017. When its predecessor school, Foulsham Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The current head of school has been in post since September 2018. She is also the head of school at Corpusty Primary, which is also part of the Trust.
- Most classes in the school are mixed-age classes.

Information about this inspection

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

- As part of this inspection, we held meetings with the head of school, the assistant headteacher, the leader of special educational needs, the early years leader and subject leaders. We also met with groups of teachers and pupils. I met with two members of the multi-academy trust and two members of the local governing board.
- We did deep dives in reading, writing, mathematics and history. We spoke with subject leaders, visited lessons, evaluated work in pupils' books and met with

teachers and pupils to determine the quality of education. We scrutinised a wide range of documents, including curriculum planning and development, records of behaviour and exclusions, the school's evaluation of its own performance, its development plan and documents provided by the trust.

- We took account of the seven responses to Ofsted's online questionnaire for staff.
- We spoke with parents at the beginning of both days. We considered the 16 responses and 11 free-texts comments submitted to Parent View, Ofsted's online survey.
- We spoke to pupils about their experiences of school life and their learning. We also observed pupils' behaviour in lessons and during breaktime and lunchtime.
- We reviewed the school's safeguarding policy, procedures and records, including recruitment checks of adults working at the school. We spoke with pupils, staff and the designated safeguarding leader.

Inspection team

Julie Harrison, lead inspector

Ofsted Inspector

Brenda Watson

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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