

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 1231  
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16 March 2021

Sam Petchey  
Head of School  
Antingham and Southrepps Primary School  
Lower Street  
Norwich  
Norfolk  
NR11 8UG

Dear Mrs Petchey

**Additional, remote monitoring inspection of Antingham and Southrepps Primary School**

Following my remote inspection with Tessa Holledge, Her Majesty's Inspector (HMI), of your school on 25 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require special measures.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school was judged to require special measures at its previous section 5 inspection. The school's most recent section 5 inspection took place in January 2020.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.**

Leaders and those responsible for governance should take further action to:

- ensure that the new curriculum is implemented effectively so that it matches leaders' intentions
- ensure that teachers have the knowledge and skills to implement the new curriculum across the range of subjects.

## **Context**

- Following the previous inspection, the headteacher left the school. You joined the school in September 2020. Overall, all other staffing has remained stable. One teacher left towards the end of last year. There have been some changes in the membership of the governing body.
- The school's current trust is merging with Synergy Multi-Academy Trust in September 2021.
- During the autumn term 2020, no classes needed to receive education remotely. A few pupils had to isolate for only one or two days.
- Almost one third of your pupils were being educated in school at the time of this inspection. All of the pupils identified as vulnerable and about half of pupils with special educational needs and/or disabilities (SEND) were in school.

## **Main findings**

- Leaders have made sure that all pupils have been able to access their education when learning at home or in school. Leaders checked to see if any pupils did not have computers at home. Where this was the case, leaders have ensured that computers were provided. Pupils have the resources they need to support their learning in or out of school. For a few pupils who prefer it, packs of work have been sent home.
- Teachers try to plan the same lessons for pupils learning at home and at school. When this cannot be done, teachers adapt activities. For example, pupils taking part in physical education in school are playing netball as a team game. Pupils at home have physical activity 'challenges'. These pupils then share what they have done with their teachers online.
- Teachers check the work that pupils are doing in school and at home. They give pupils feedback on how they can improve their work. Through these checks, teachers can see what pupils have learned and identify the next steps in pupils' learning.
- During the autumn term 2020, leaders prioritised the teaching of reading, English and mathematics. Teachers received training in teaching early reading

and phonics. The revised curriculum was put in place in January 2021. Staff have not yet completed the curriculum training which leaders have planned. This training aims to help them teach the full range of the curriculum effectively.

- Leaders have changed the school's approach to reading. Pupils enjoy reading and are keen to talk about the books they are reading. Pupils at home can access online reading books. Teachers keep track of the amount of online reading that pupils are doing. Younger pupils have continued to learn new phonics knowledge during the national lockdown. Teachers have checked how well pupils are doing with their reading. They are using these checks to make sure that pupils are reading books at the right level for them.
- Leaders have made sure that all vulnerable pupils are in school every day. These pupils benefit from additional support. Pupils in school were proud to show inspectors the work they have done. When leaders identify that a pupil is struggling at home, they quickly offer the pupil a place in school.
- Leaders have ensured that pupils with SEND can access education. Pupils with SEND who are in school have extra opportunities to catch up. They benefit from support from teachers and specialist staff in small classes. When pupils with SEND are learning at home, teachers change the lessons to fit pupils' needs. Teachers and teaching assistants are available to give extra support by phone or online. Parents seeking advice on how to help their children learn at home get support directly from the special educational needs coordinator.
- Since the previous inspection, the trust has provided training and extra guidance for governors. Governors are now more able to provide the support and challenge which the school needs. Governors have supported you in the current circumstances to help all pupils receive an education.
- The trust provides support for you and the school. An external adviser is working with leaders to develop the curriculum. The local authority is providing support, for example checking that your safeguarding systems are working well.

## **Evidence**

This inspection was conducted remotely. We spoke to you, other senior leaders, the multi-academy trust chief executive officer, pupils, staff, and the chair of governors to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also looked at pupils' work and met with pupils to discuss the books they were reading. Inspectors reviewed the school's documentation. We looked at responses to Ofsted's online questionnaire, Ofsted Parent View, including 12 free-text responses, and 10 staff questionnaires.

I am copying this letter to the chair of the governing body, the chair of the board of trustees and the chief executive officer of the North Norfolk Academy Trust, the regional schools commissioner and the director of children's services for Norfolk County Council. This letter will be published on the Ofsted website.

Yours sincerely

Fyfe Johnston  
**Her Majesty's Inspector**