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Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
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30 March 2021

Paula Jones
Executive Headteacher
North Elmham CEVA Primary School part of Flourish Federation
Holt Road
North Elmham, Dereham
Norfolk
NR20 5JS

Dear Ms Jones,

Additional, remote monitoring inspection of North Elmham CEVA Primary School part of Flourish Federation

Following my remote inspection with Hannah Stoten, Her Majesty's Inspector (HMI), of your school on 4 March 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 improvement.

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 has received two successive judgements of requires improvement at its previous section 5 inspections. The school's most recent section 5 inspection took place in May 2019.

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:

- consider what you know about pupils' learning over this period and use this information to adapt and further embed the curriculum
- work with parents to ensure pupils with special educational needs and/or disabilities (SEND) have the support they need.

Context

- In September 2019, the school formed a federation with another local primary school and the governing bodies from both schools merged. At the same time, a new executive headteacher was appointed to oversee the schools.
- The federation is finding it difficult to recruit new governors. There are vacancies on the governing body.
- During the autumn term 2020, a special educational needs coordinator (SENCo) and two inclusion managers were appointed to work across both schools in the federation.
- Almost all pupils were educated in school over the autumn term 2020. A very small number had to work from home.
- At the time of this inspection, 86% of pupils were learning from home. In total, 33% of vulnerable pupils and 33% of pupils with an education, health and care plan were learning in school.

Main findings

- In September 2019, leaders introduced a revised curriculum. As a result of gaps in pupils' knowledge, during the autumn term 2020, leaders adjusted their original curriculum plans. Leaders are taking effective action at this time however, their plans to fully implement the revised curriculum have been delayed because of the impact of COVID-19.
- Pupils learning both at home and at school have daily lessons in English, mathematics and one other subject that mostly matches the school's usual curriculum. Some aspects of practical subjects, including design and technology, have been postponed because pupils do not have access to the resources they need. Leaders are using what they know about pupils' prior learning to make changes to how and when new knowledge is taught.
- Leaders have provided staff with relevant training to implement the curriculum in the circumstances. As a result, teachers carefully consider the best approach to help pupils learn and remember new knowledge. New content is broken down and introduced to pupils in small steps. Teachers use

a variety of methods, like regular quizzes, to check pupils' understanding before moving on to new learning.

- Teachers closely monitor which pupils are completing their work. If a pupil struggles with learning, teachers work with them and their families to help get pupils back on track.
- Leaders prioritise reading. Pupils have access to books and opportunities to read across the curriculum. For pupils in the early stages of learning to read, staff suitably adapt phonics lessons to their needs. Additionally, trained staff support the weaker readers that are learning in school.
- Leaders, with support from the inclusion team, monitor the well-being of all pupils, including the most vulnerable. Leaders maintain regular contact with vulnerable pupils and their families, particularly if they are learning remotely at home. Pupils are provided with additional help if needed, for example access to external support services or additional work packs to help them with their learning.
- Leaders work closely with staff to ensure they are aware of the needs of pupils with SEND. Most of the pupils with SEND, learning in school and at home, have additional support suited to their needs.
- A small number of parents of pupils with SEND feel that their child's needs are not being met. Leaders described how they are improving communication with parents of pupils with SEND but this work needs to develop further to ensure all pupils with SEND get the support they need.
- Governors understand the difficulties leaders have faced at this time and have a clear view of the school's priorities. They ask appropriate questions to challenge and support leaders, particularly about the provision for pupils with SEND, the school's safeguarding arrangements and how leaders ensure the well-being of staff and pupils.
- Leaders have sought additional support from external partners, including the local authority. The local authority has worked closely with school leaders and governors to provide a range of relevant support, challenge and guidance.

Evidence

This inspection was conducted remotely. We spoke to you, other senior leaders, including the SENCo, staff, pupils, those responsible for governance and a representative of the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also viewed a selection of pre-recorded lessons, looked at curriculum plans and other lesson resources. Additionally, we viewed your remote learning platform. We

looked at responses to Ofsted's online questionnaire, Parent View, including 14 free-text responses, and 17 staff questionnaires.

I am copying this letter to the chair of the governing body, 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

Damian Loneragan
Her Majesty's Inspector