

Inspection of Great Yarmouth Primary Academy

Dickens Avenue, Great Yarmouth, Norfolk NR30 3DT

Inspection dates: 8–9 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Inadequate

What is it like to attend this school?

Pupils at Great Yarmouth Primary Academy (GYPA) are polite, respectful and proud to come to school. Leaders and staff have high expectations of pupils' learning and behaviour. The consistent approach that all staff use means that pupils behave well and are consequently able to learn effectively.

Leaders have developed an ambitious curriculum. Pupils can talk confidently and knowledgeably about what they have learned. They can remember and make connections using the specific details and knowledge they have learned in many subjects. Teachers identify important content and make sure that learning is regularly revisited to help pupils know and remember more. Pupils are able to use what they learn across a range of different subjects.

Pupils spoken to feel safe in school. They know whom they can talk to if they are worried. Staff take any incidents of bullying very seriously. Pupils talk things through to rebuild relationships. Staff go the extra mile to work with families to ensure that pupils quickly receive the support they need.

The 'GYPA way' is an aspirational set of expectations. This consistent approach builds trust within the school and the wider community. Pupils understand that the 'warm, strict' approach helps them to achieve more.

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

Since the previous inspection, the leadership team and the local governing board have changed. The new leaders and governors have transformed the quality of education, heightened staff expectations and improved pupils' behaviour. Leaders have a clear desire for high standards from all. They support staff to continuously improve through coaching and training. Leaders want the very best for their pupils and the community.

Leaders have designed and implemented a curriculum that is ambitious and well thought through. Pupils are building up secure subject knowledge in most areas of the curriculum. Pupils' prior knowledge is being used effectively to help pupils know and remember more. Staff frequently check pupils' learning and revisit what pupils have not remembered. This helps teachers to know what pupils need to learn next. While this is the case, there are some instances where teachers' specific subject knowledge is weaker, for example in religious education (RE) and history. Where this is happening, leaders are aware and are taking appropriate steps to support teachers to improve.

Throughout the school, pupils learn new words and ideas through carefully planned teaching. For example, in early years mathematics, children understand words and phrases such as capacity, cuboid and repeating patterns. Children are then encouraged to apply what they have learned by having available a range of well-planned experiences that ensure that children use the vocabulary in their learning.

Staff throughout the school know pupils well and adapt activities to meet their needs.

Reading is at the centre of everything pupils do. Staff teach the phonics programme consistently well. Pupils are eager to show their learning. Pupils work on their own or in pairs to recap and remember letter sounds and words. When pupils are struggling to read, they are given well-planned extra sessions. This enables pupils to catch up quickly. The books pupils are reading at school and at home are well matched to the sounds they are learning. Older pupils read to each other and to adults with fluency and expression. The reading curriculum is supporting pupils to become fluent readers.

Writing in books and the way it is presented have improved. Leaders carefully check that the quality of education is consistent across the school. This makes sure that pupils' needs are being met to achieve well. Teachers adapt plans and resources effectively for pupils. Teachers use stories to engage pupils in their learning. This means that pupils are exposed to a wide range of vocabulary, and they are encouraged to use this to improve their writing. As a result, pupils' writing skills are better, and pupils are becoming successful writers.

Pupils with special educational needs and/or disabilities are well cared for socially and academically. Pupils, including those who are disadvantaged, are accessing the same ambitious curriculum. Leaders support teachers to skilfully consider pupils' needs and adapt resources or teaching methods to make sure that pupils do not fall behind.

Leaders have focused on improving behaviour effectively since the previous inspection. When there are incidents of poor behaviour, the use of the nurture provision quickly remedies this. Staff ensure that pupils' learning time is not affected.

Pupils are well behaved in class and around the school. They display good manners. Younger pupils are developing their independence well. On occasions, the behaviour system, which has been successful in securing improved behaviour, can restrict pupils from accessing their learning to ensure that pupils learn well. Teachers' rigidity in enforcing the rules can limit pupils' participation in lessons. Leaders have put plans in place to address this through their implementation of a new personal, social and health education (PSHE) curriculum. However, this is at an early stage of being put in place.

Pupils can recall the variety of trips, visitors and after-school clubs that happened before the implementation of COVID-19 (coronavirus) restrictions and look forward to their return. Leaders are determined that pupils have the widest experiences possible. The school has strong links with the local university. There is a positive social and emotional culture in the school.

Staff value the level of training and support they are given. Staff do not view workload as an issue. Leaders set very high expectations and help staff to achieve

these. This is supported by the overwhelmingly positive responses to the staff survey.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and the pastoral team have clear roles and responsibilities. They work as a team to ensure that pupils and families receive the support they need.

There are very rigorous and well-managed systems for recording concerns about pupils. Staff act promptly and take effective action as needed.

All staff have regular and up-to-date training and are clear about the risks pupils may face. All pre-employment checks are made before staff begin work at the school. Regular checks are made by leaders, the local governing body and the trust to make sure that all information and training is up to date.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Most of the curriculum is making sure that all pupils have learned more and can remember and build on specific vocabulary and knowledge. However, this is not the case in all subjects, for example RE and history. Teachers should improve their specific subject knowledge further in all subjects so they can deliver leaders' plans even better and pupils can learn more.
- Pupils behave well and follow the school routines. However, some staff need to adapt their teaching strategies, so they are not over reliant on the routines and boundaries. Staff should use strategies to develop pupils' learning behaviours further. Teachers need to ensure that pupils are able to actively participate more in lessons.

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 [here](#).

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	138793
Local authority	Norfolk
Inspection number	10184561
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	400
Appropriate authority	Board of trustees
Chair of trust	Gareth Stevens
Principal	Peter Bloomfield
Website	www.inspirationtrust.org/greatyarmouthprimary
Date of previous inspection	27–28 November 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Inspiration Trust.
- Since the previous inspection, a new principal, vice-principal and two phase leaders have been appointed. There is a new governing body.
- The school uses one alternative provider.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school, and have taken that into account in their evaluation.

- Inspectors spoke to the executive principal, the vice-principal, and senior and middle leaders. They also spoke to the special educational needs coordinator, the deputy chief executive officer from the trust and three members of the local governing body, including the chair.
- Inspectors spoke to teachers, support staff and pupils. They spent time observing playtimes and lunchtime.
- Inspectors did deep dives in these subjects: reading, mathematics, history and music. These deep dives included discussions with subject leaders, teachers and pupils. We looked at pupils' work and visited lessons.
- Inspectors spoke to leaders and looked at documentation and pupils' work in PSHE. We visited an RE lesson, looked at pupils' work and spoke to the curriculum leader.
- Inspectors scrutinised the school's single central register and spoke to staff and pupils. We looked at a range of safeguarding records, behaviour logs and case files to evaluate safeguarding and behaviour.
- We considered 15 responses to Ofsted's online survey, Parent View, from this academic year, including 11 free-text responses submitted during the inspection.
- We considered the 29 responses to the Ofsted staff survey.

Inspection team

Isabel Davis, lead inspector

Her Majesty's Inspector

Marc White

Her Majesty's Inspector

Steve Mellors

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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