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Paula Jones  
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North Elmham CEVA Primary School part of Flourish Federation  
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Dear Ms Jones

**Requires improvement: monitoring inspection visit to North Elmham CEVA Primary School part of Flourish Federation**

Following my visit to your school on 10 June 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the monitoring inspection 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 improve the school since the most recent section 5 inspection.

The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and has taken place because the school has received two successive judgements of requires improvement at its previous section 5 inspections.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. I discussed the impact of the pandemic with you and have taken that into account in my evaluation.

Having considered the evidence, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action in order for the school to become a good school.**

## **Context**

- In September 2019, the school formed a federation with a local primary school and the governing bodies of both schools merged. At the same time, you were appointed as the executive headteacher for both schools.
- The newly formed governing body has two new members. The school has vacancies for four more governors.
- In February 2020, you appointed an inclusion manager to the leadership team. In spring 2021, you appointed a full-time special educational needs coordinator (SENCo).

## **Main findings**

Leaders and governors have set out clear plans to address the areas for improvement from the previous inspection. These plans are reviewed regularly. Leaders and governors know what has been achieved and what still needs to be done.

The pandemic has delayed some aspects of the plans getting started. Many of the changes leaders wanted to make in the curriculum have only recently been actioned. In subjects such as reading and mathematics, where curriculum changes have been in place for longer, pupils are deepening their knowledge and understanding and achieving well.

All subject leaders have written plans that detail what needs to be taught, and when, for pupils from Year 1 to Year 6 in every subject. Teachers have received training so they are able to use these plans in their teaching to help pupils build on what they have learned previously. Pupils are beginning to develop their knowledge and understanding in all the curriculum areas.

The SENCo and inclusion manager make sure that families receive the support they need to help their children. Pupils with special educational needs and/or disabilities (SEND) are provided with support from well-trained staff who understand how to help pupils learn best. Pupils have a range of appropriate activities which help them to practise what they have been taught. This is supporting pupils with SEND to be confident in their learning; consequently, they experience success.

At the previous inspection, the presentation of pupils' work was not good enough. There is now a clear expectation from leaders and class teachers that standards of presentation are important. Pupils enjoy their learning. They take pride in their work and this is clear to see in their books.

Reading has been prioritised by leaders. Younger pupils receive books they are able to read because the books contain words with the sounds pupils are currently learning. This gives pupils the opportunity to use what they have learned in their

reading. As a result, pupils build confidence quickly and are developing a love for reading.

Throughout the curriculum, leaders have carefully chosen high-quality texts to inspire and excite readers. Older pupils access a wider range of texts than they would normally choose. This is helping to broaden pupils' horizons with texts that link to their learning.

Governors hold leaders to account for the decisions that leaders make to improve the school. The use of any extra funding is carefully considered. Governors carefully track how these decisions are improving the quality of pupils' education and the impact they have on raising pupils' achievement.

### **Additional support**

Leaders and governors have received a wide range of effective support from the local authority. Advisers have provided training for staff to support them in understanding how to best teach the new curriculum in all subjects. The local authority has audited the SEND provision. Following this, specific training has been provided so staff are able to effectively support pupils with SEND.

### **Evidence**

During the inspection, I held meetings with you, other senior leaders, staff, pupils, those responsible for governance and a representative from the local authority to discuss the actions taken since the last inspection.

I visited lessons and looked at pupils' work. I reviewed the school's self-evaluation plan, leaders' internal monitoring documents and other documentary evidence provided by the school. I analysed 26 responses to Ofsted's online questionnaire, Parent View, including 24 free-text responses, and also took account of 13 responses to the Ofsted staff questionnaire.

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 reports website.

Yours sincerely

Fyfe Johnston  
**Her Majesty's Inspector**