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21 July 2021

Sam Petchey  
Head of School  
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Dear Mrs Petchey

**Special measures monitoring inspection of Antingham and Southrepps Primary School**

Following my visit with Richard Kueh, Her Majesty's Inspector (HMI), to your school on 15 and 16 June 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the 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 since the school's most recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection that took place in January 2020. It was carried out under section 8 of the Education Act 2005. The monitoring inspection report is attached.

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

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

**Leaders and managers are taking effective action towards the removal of special measures.**

**The trust's statement of action is fit for purpose.**

**The school's improvement plan is fit for purpose.**

**Having considered the evidence, I strongly recommend that the school does not seek to appoint newly qualified teachers.**

I am copying this letter to the board of trustees and the chief executive officer of the North Norfolk Multi-Academy Trust, 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

Steve Mellors  
**Her Majesty's Inspector**

## **Report on the first monitoring inspection on 15 and 16 June 2021**

### **Context**

Since the previous section 5 inspection, carried out in January 2020, there has been a change in the leadership of the school. A new head of school took up her position in September 2020. She is supported one day a week by a local executive headteacher.

The North Norfolk Multi-Academy Trust is merging with the Synergy Multi-Academy Trust in September 2021. During this current period, additional support is being provided by the Synergy Multi-Academy Trust.

The period when schools were only open to some children due to COVID-19 restrictions has delayed some of the school's plans, most notably in regard to the implementation of the curriculum.

### **The progress made towards the removal of special measures**

The arrival of the new head of school has brought a renewed sense of purpose and direction to the school. Areas for improvement identified at the previous inspection are being tackled in a methodical way. This is because leaders have an accurate view of the school's current provision. There is a positive team spirit. Staff now have a clearer understanding of successful learning. This is based upon a shared vision driven by the head of school.

Leaders have prioritised the development of curriculum plans. There is a planned cycle of teaching owing to the mixed-class arrangements in this small school. Plans are now in place for all subjects. The planned curriculum lays out the journey of knowledge and skills that pupils need to acquire. Each subject plan identifies the key vocabulary every pupil needs to learn and remember. Plans are ordered. This is to ensure that pupils build their knowledge systematically.

Leaders recognise that the curriculum is in the early stages of implementation. Where the curriculum is developing most effectively, such as reading, staff have received training and support. Teachers have a better understanding of how the curriculum builds upon pupils' prior knowledge and plan appropriate tasks. This is helping to fill in the gaps in pupils' understanding. New approaches have been introduced for the teaching of phonics. Those who teach early reading ensure that children know their sounds well. Children use sounds to read unfamiliar words successfully. The books they read are well matched to the phonics they know and practise.

Trust leaders are seeking to provide leaders with more capacity to support teachers where the curriculum is not as well developed. For example, the trust has paid for the services of an education consultancy group to evaluate the effectiveness of the

school's current curriculum. Supportive links are being developed with the new trust partner. However, there remain inconsistencies in the teaching of the curriculum. Consequently, pupils are not progressing as well as they should in some subjects.

The special educational needs coordinator (SENCo) is supporting staff to identify pupils who may have special educational needs and/or disabilities and in planning for pupils who require specific interventions, especially in English and mathematics. There has been less time spent on helping teachers to understand how they adapt their plans in subjects other than English and mathematics to ensure pupils' needs are met.

Pupils' behaviour is improving. This is because teachers follow leaders' high expectations for how pupils should behave and learn when in class. Pupils who spoke to inspectors considered that everyone gets along together in their school. Where teachers' subject knowledge is stronger, pupils are more attentive because adults provide clear explanations for their learning.

Leaders have ensured that the school website provides parents with the relevant information. The head of school has improved communication through regular bulletins and 'weekly welcome' emails. These map out children's learning through the week and celebrate their achievements. Parental surveys gather thoughts and views about the school. Leaders use this information to check whether parents understand the changes leaders are making to the school.

Staff are supportive of the new head of school. They see that the changes being made are helping the school to improve. Staff consider that there is a collaborative approach and a clear direction. This is helping them to understand their roles in the school. Staff say that leaders do consider their workload and that there is always an open door should they need to share any concerns.

The local governing board is enthusiastic and keen for the school to improve. Governors have taken advice and are looking at ways to improve their skills. However, this is quite recent. The questions governors ask leaders do not focus on the most important things. This means they do not have a precise understanding of leaders' plans to improve the school.

### **Additional support**

Since the previous inspection, the trust has provided resources and training for the school. For example, staff have received training for the new approaches to teach reading. Materials have been provided to support the implementation of leaders' chosen approach. This support has contributed well to improving pupils' achievement in reading.

The trust has brokered support to help evaluate the impact of leaders' actions. This provides the trust with information about the school's strengths and next steps.

Gradually, more support is being provided by the Synergy Multi-Academy Trust to build the capacity of leadership at the school. You also value the support of a national leader of education.

## **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the head of school (who is also the designated safeguarding lead), the executive headteacher, teachers, the SENCo and school secretary. The lead inspector met with representatives of the local governing board and spoke to the chief executive officer from the trust. Inspectors visited lessons, looked at pupils' work and heard pupils read. Inspectors talked to pupils about their learning and their views on the school.

Inspectors also scrutinised the school's website, curriculum plans, teaching resources, reports from external organisations and documents related to governance and safeguarding. The lead inspector looked at the responses to Ofsted's online questionnaire, Parent View, including six free-text responses, and reviewed the 11 responses to Ofsted's online staff questionnaire.