

Inspection of Cobholm Primary Academy

Mill Road, Cobholm, Great Yarmouth, Norfolk NR31 0BA

Inspection dates: 20 and 21 October 2021

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Cobholm Primary Academy is a welcoming and friendly environment. Everyone is valued and well cared for. Pupils speak with great enthusiasm about the staff and about their learning. One pupil said, 'I really love that this school influences us to try new things like reading more books and learning different subjects.'

The school is a calm, orderly, and purposeful learning environment. Both pupils and parents speak about how much behaviour has improved over the last year or so. Pupils say there are the occasional fallouts over football, but that staff deal with any issues rapidly and effectively. Pupils say there is no bullying.

Pupils enjoy the many opportunities the school provides for them to visit interesting places and hear from people with expertise in different subjects. Recently, pupils took part in a video shoot with the Countrywide Trust. All pupils participate in the school's enrichment programme. This includes different sports activities and curriculum learning like food technology.

Staff have high expectations of what pupils can achieve. Improvements in teaching and pupils' behaviour are helping pupils to achieve well. Pupils of all ages gain the knowledge they need to be well prepared for the next stage of their learning.

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

The school is well led and managed. There have been several changes in leadership at all levels since the previous inspection. Despite these changes, school improvement has continued. However, leaders at all levels need further time to embed recent improvements and refine further their leadership skills. Staff say there is no problem with their workload. They greatly value the training they receive from the school and from the multi-academy trust. Teachers new to teaching say they are well prepared for a career in teaching.

The school's curriculum has been carefully designed to build on pupils' knowledge in each subject. Curriculum leaders help teachers to teach important knowledge in a logical order. This helps pupils to know more and remember more in each subject.

Pupils build their knowledge and understanding throughout the curriculum from when they start at the school. They talk enthusiastically about what they have learned over time in different subjects. Pupils achieve well across the curriculum. They gain the knowledge, understanding and skills they need to be successful in the next stage of their education.

There is effective teaching of reading from Reception to Year 6. Most children know the sounds they need to read and write simple words by the end of their Reception Year. Pupils build on this good start to reading in Year 1 and Year 2. Pupils read books that match the phonics knowledge they are learning in class. As a result, pupils read accurately and with understanding.

Pupils develop a love of reading as they go through the school. They are very impressed with their new library. They like that it is easy to find books written by their favourite authors. When pupils reach Years 5 and 6, they start to set themselves reading challenges, for example to read more pages a week or to read factual books as well as storybooks.

Staff provide effective support so that all pupils can access the full curriculum. The special educational needs coordinator knows the needs of pupils with special educational needs and/or disabilities (SEND) well. Staff have the training, advice, and resources to adapt the curriculum, so it meets pupils' needs. Pupils with SEND receive the help they need to thrive and learn well.

The early years curriculum is well planned and put into practice. Children are taught the knowledge and skills they need to be ready for Year 1. Due to the COVID-19 pandemic, most children in Reception have not had any pre-school experience. Leaders' thoughtful planning and effective teaching help children make strong gains in their learning and personal development.

Pupils have many opportunities to develop as citizens of modern Britain and the wider world. Leaders' chosen programme to develop pupils' understanding of their rights and responsibilities provides many opportunities to build pupils' character. Pupils better understand why it is important to include everyone. Leaders are building strong links with the Cobholm community. Pupils are beginning to understand their role in their local community.

Safeguarding

The arrangements for safeguarding are effective.

Leaders give safeguarding the highest priority. Staff are well trained and alert to any sign of risk or harm to pupils. They know how and when to report concerns. Leaders work effectively with external agencies to ensure pupils receive expert support when required. During the pandemic, leaders went the extra mile to ensure the most vulnerable pupils were safe.

The pastoral team work hard to keep pupils in school. They are aware of the potential risks pupils face if frequently absent or excluded from school.

Pupils learn how to keep themselves safe online, in school and in the community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Throughout the school, some leaders, including senior leaders and subject leaders, are new to their roles. The multi-academy trust needs to ensure that all

leaders continue to have further training and time to be able to consolidate and develop their leadership expertise, so they are fully effective in their roles.

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 information from Ofsted Parent View 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.

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	141359
Local authority	Norfolk
Inspection number	10200498
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	145
Appropriate authority	Board of trustees
Chair of trust	David Tibble
Head of School	Danielle Sargeant
Website	www.inspirationtrust.org/cobholmprimary
Date of previous inspection	26 September 2017, under section 5 of the Education Act 2005

Information about this school

- The predecessor school converted to academy status, sponsored by the Inspiration Trust, in December 2014.
- The chief executive officer has overall responsibility for governance and works with the school's academy committee, Inspiration Trust trustees and the trust executive. The chief executive officer has overall responsibility for the management of the school and works together with the Inspiration Trust senior leaders and with senior leaders at the school.
- Inspiration Trust senior leaders provide formal support to the school.
- The school is smaller than average. There is no nursery. Children in the Reception Year attend full time. There is no provision for two-year-olds.
- The school has a higher-than-average proportion of pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for free school meals is much higher than the national average.
- The proportion of pupils with SEND is above average. The number of pupils who are supported by an education, health and care plan is lower than average.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- During the inspection, inspectors met with the school's senior leaders and senior leaders from the Inspiration Trust. Inspectors met with the academy committee, chief executive officer for the Inspiration Trust and the chair of trustees.
- Inspectors carried out deep dives in the following subjects: reading, art, mathematics, and science.
- For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors spoke to 11 parents and considered 11 responses to Ofsted's online survey, Ofsted Parent View. Inspectors considered 14 responses to the staff survey. There were no responses to the pupil survey. Inspectors spoke to groups of pupils and spoke to pupils when visiting lessons to gather their views.

Inspection team

Julie Winyard, lead inspector	Ofsted Inspector
Darron Jackson	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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