

Inspection of Reffley Academy

Reffley Lane, King's Lynn, Norfolk PE30 3SF

Inspection dates: 8 and 9 March 2022

Overall effectiveness **Good**

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

What is it like to attend this school?

Pupils are very happy with everything about their school. They know that teachers constantly check on their well-being. Pupils therefore say that they feel safe and well cared for.

Pupils know that teachers want them to do their very best, all the time. They think that they have wonderful teachers who will always help them. Pupils love books because they learn to read so well. When asked to say what it is like to attend this school, most pupils will say that 'they learn a lot'.

Pupils behave exceptionally well without needing reminders from teachers. Pupils are calm and respectful. They understand how their behaviour choices may make other people feel. They learn how to resolve disputes. Bullying is very rare. When it does happen, incidents are dealt with quickly to ensure it does not happen again.

Pupils develop important social skills and values. They are confident and compassionate. They learn about other religions and understand the importance of equality. Most of all though, they love learning.

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

Leaders have ensured that all teachers understand how to plan learning very well. As a result, they have constructed a very ambitious curriculum. Pupils learn a great deal in all subjects. Teachers carefully select the knowledge they want pupils to learn. They make sure that what they teach links to what pupils have learned before. Teachers regularly go back over previous learning. This enables pupils to remember knowledge better.

The teaching of reading is an absolute priority. Reception class children learn to read the moment they start school. The teaching of reading is highly structured. Teachers introduce new sounds clearly. Children practise their sounds frequently. They can blend sounds to say and spell words from memory. Older children and pupils are expressive, fluent readers. They can explain what they are reading. They are imaginative and can construct alternative endings to stories. Older pupils learn very important reading skills. They acquire very sophisticated vocabulary which they use appropriately in their writing.

Teachers make regular checks on pupils' learning in the classroom. Teachers' questions identify what pupils know and what they do not know. Teachers do not always support some pupils as well to improve their learning. As a result, some pupils continue to make the same mistakes. Some pupils do not demonstrate that they are improving as much as they could.

Leaders adapt the curriculum well for pupils with special educational needs and/or disabilities (SEND). Teachers have a thorough understanding of the needs of pupils

with SEND. They know precisely how to help them to learn well over time. Leaders regularly review pupils' needs to ensure they receive the right help. Parents are very pleased with how the school caters for pupils who need support.

Early years children enjoy a vibrant, stimulating environment. They explore their learning through a variety of purposeful activities and resources. The early years curriculum provides a firm foundation for subsequent learning. All children receive the support they need to help them learn well.

All pupils behave exceptionally well. They expect each other to be polite, respectful and to listen to teachers. Older pupils are excellent role models. They look after younger pupils and show them how to respond appropriately to responsibility and challenges. Teachers work hard to ensure pupils understand how their actions affect other people. Leaders rigorously check attendance, which is high.

The school's ethos and vision ensure that pupils understand about human values. Pupils are kind and considerate. They help those who have less than themselves. They learn about decision-making and democracy through the school council. The school councillors learn how to organise meetings and manage their peers.

Pupils learn how to develop positive human relationships. They also understand how to identify and respond to more harmful behaviours. They understand how their bodies will change as they get older.

Leaders reflect on what the school does well and how it could be better. They strive for improvement. Leaders have set up systems that ensure school life runs very well. Trust members have supported the school in developing its very strong curriculum. Governors understand decisions made by leaders and hold them to account.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding systems are robust. All pupils say that they feel safe and know who to speak to should they have a concern. This is because all staff have been very well trained in keeping children safe. Teachers respond immediately to concerns so that pupils receive the support they need. Leaders will seek further help from safeguarding partners when necessary. Pupils learn how to use the internet safely and fully understand other risks and dangers in society.

Leaders carry out appropriate checks on all new staff. New staff also receive safeguarding training before they start teaching at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment identifies what pupils can do, but at times it is not systematic in identifying how some pupils can improve their learning. As a result, some pupils continue to make the same mistakes. Leaders need to ensure that teachers always systematically show pupils how to improve their learning so that they learn even better over time.

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	144884
Local authority	Norfolk
Inspection number	10212062
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	369
Appropriate authority	Board of trustees
Chair of trust	Karl Jermyn
Headteacher	Helen Fendley
Website	www.reffley.norfolk.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils with SEND is below average. However, the proportion of pupils with an education, care and health plan is above average.
- The proportion of pupils who are eligible for pupil premium funding is below average.
- The school does not make use of alternative provision.

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 leaders and have taken that into account in their evaluation of the school.

- Inspectors met the headteacher, senior leaders, teachers, members of the governing body and trust members. Inspectors also spoke to parents.

- Inspectors carried out deep dives in reading, mathematics, art, physical education and religious education. These included discussions with subject leaders, visits to lessons, meetings with staff and pupils, and scrutiny of pupils' work.
- Inspectors scrutinised the school's single central record and met with the designated safeguarding lead.
- Inspectors considered the views of pupils, staff and parents. There were 182 responses to Ofsted's pupil survey, 16 responses to Ofsted's staff survey and 43 responses to Ofsted's questionnaire, Ofsted Parent View. Inspectors also considered 37 free-text responses from parents.

Inspection team

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