

# Inspection of Corpusty Primary School

Norwich Road, Corpusty, Norwich, Norfolk NR11 6QG

---

Inspection dates: 21 and 22 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Corpusty is a friendly school where pupils are kind and caring to one another. Parents typically commented, 'No one is a stranger here.' Pupils feel well cared for and say that staff are kind to them.

Pupils have a clear sense of right and wrong. They demonstrate important values such as empathy, respect and tolerance in their day-to-day interactions with one another. Pupils feel confident and secure. Children in the early years enjoy working alongside older pupils.

Pupils enjoy their learning and work hard. They consider that teachers prepare them well for their next stages of education. Pupils like that staff have high expectations about their work and behaviour. Pupils rise to this challenge admirably. Pupils appreciate the extra-curricular opportunities available to them, including trips and visits such as the residential visit to an outdoor education centre.

Pupils are kept safe at the school. Pupils say that there is no bullying and behaviour is good. If there were to be any bullying, they can ask for help from staff who will then resolve any problem. Parents appreciate the care that staff give to pupils.

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

Leaders have created an ambitious curriculum to help pupils succeed. Most subject matter is taught in a logical order. This helps pupils to build on what they have previously learned. Teachers plan activities that are engaging and help pupils to understand the content being taught. Pupils learn well in these subjects and remember important knowledge. Teachers consistently check pupils' learning. They provide extra support where there are gaps in pupils' knowledge. The curriculum is less well planned and organised in a few subjects. Consequently, teachers' delivery and pupils' learning is not as secure in these subjects.

Leaders ensure that all staff place a high priority on teaching pupils how to read. Reading is taught to pupils as soon as they start school. Leaders have adopted a clearly structured approach to teaching phonics. Adults are trained to identify and provide extra help for any pupils that fall behind. Teachers ensure that pupils read books that match their phonics knowledge. This results in pupils becoming confident and fluent readers.

Teachers receive helpful advice and support from leaders to identify the needs of pupils with special educational needs and/or disabilities (SEND). Effective support is in place to help these pupils to access the curriculum and to learn well. Parents and carers of pupils with SEND receive regular updates about their children's learning. Teachers know how to adapt plans to meet the needs of pupils.

In the early years, staff adapt learning to ensure that all children achieve well. Staff and parents work in partnership when children join the early years. Children settle

quickly and get off to a good start with their learning. Staff focus on communication and language development. This ensures that children can talk confidently about their learning and cooperate well with each other.

Staff follow the behaviour policy and procedures consistently and well. Pupils believe it is a fair system. They follow the rules and show positive attitudes to their learning and each other. Attendance rates are showing sure but steady improvement over the past year.

Pupils learn about the main world faiths present in the United Kingdom. They learn about the importance of fairness and equality through their work on fundamental British values.

Local governors know the school well. They provide support for leaders but also challenge them to ensure that all decisions are made in the best interest of pupils. They are proud of the school and how it is now occupying a place at the heart of the village community. There is an effective working relationship between the governing body and the leadership of The Synergy Multi Academy Trust. Trust leaders provide very effective support for the school. Staff enjoy working at the school, and they feel well supported by leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff ensure that pupils are safe. Staff receive regular training and updates on how to identify any potential concerns. They report and use the school's systems well. Leaders follow up on any issues that arise. Staff work with external agencies to ensure that pupils get the support that they need.

Pupils learn about keeping safe in lessons. This includes learning strategies to help them keep safe when using online technologies.

Leaders follow safer recruitment practices and keep careful records.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a small number of subjects, the curriculum does not make clear the most important things that pupils need to know. Teachers do not teach, and pupils do not learn, the most important content in these subjects. Leaders should ensure that the curriculum, across all subjects, sets out the most important knowledge that pupils should learn and supports teachers with clear guidance to help them deliver this curriculum effectively.

## 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

<b>Unique reference number</b>	145299
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10227588
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	30
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Natasha Hutcheson
<b>Headteacher</b>	Jacqui Lound
<b>Website</b>	<a href="http://www.corpustyprimary.org.uk">www.corpustyprimary.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This is a smaller-than-average-size primary school.
- Corpusty Primary School opened as part of the Synergy Multi Academy Trust in January 2018.
- The school does not currently use any 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.
- As part of this inspection, the inspectors met with the headteacher, who is also the designated safeguarding lead. They also held meetings with teachers and support staff.
- The lead inspector held a conversation with the chair of the local governing body and two additional governors, as well as the chief executive officer of the Synergy

Multi Academy Trust and the primary executive lead.

- Inspectors carried out deep dives in reading, physical education, mathematics and geography. Inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- The inspectors spoke with pupils at breaktimes and lunchtimes.
- The inspectors considered information relating to safeguarding, including the school's single central record of checks on adults working at the school.
- The inspectors took account of the free-text responses to the online survey, Ofsted Parent View, as well as the views of parents spoken with at the start of the school day.

### **Inspection team**

Tim McLoughlin, lead inspector

Ofsted Inspector

Lynsey Holzer

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022