

Inspection of Sporle Church of England Primary Academy

82 The Street, Sporle, King's Lynn, Norfolk PE32 2DR

Inspection dates: 6 and 7 July 2022

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?

Pupils enjoy coming to school. They feel happy and safe. Pupils say that there have been many improvements in recent years. Pupils achieve well across a broad range of subjects. Pupils are well prepared for the next stage in their education.

Pupils are proud to be members of the school community. Pupils respond to the high expectations staff have of their learning and their behaviour. Pupils are thoughtful and kind. They appreciate the recognition they receive for demonstrating the school's values. Pupils understand what bullying is, but most find it hard to think of a time when they or a friend experienced it. Pupils say that staff listen to their worries and help them resolve issues when they occur.

Pupils and their parents and carers appreciate the diversity of the school's curriculum. Pupils deepen their learning through first-hand experiences. These include residential visits, day trips and expert visitors coming into school. Pupils contribute to the life of the school through the many opportunities to take on responsibilities, such as being a head pupil or school councillor. The work of the eco-council has gained wider recognition for its impact on developing sustainability at the school.

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

Much of the curriculum, including in early years, is ambitious and well planned. Leaders have identified the important knowledge that pupils should learn and have organised what pupils will learn in a sensible order. This helps teachers plan lessons that build on what pupils know and can do. Teachers use their checks on pupils' learning to adapt the curriculum well. Pupils achieve well across a wide range of subjects. In a small number of subjects, leaders have not identified the subject knowledge that pupils should learn as clearly as in other subjects. Where curriculum plans are less clearly set out, teachers do not always have the information they need to plan lessons that build on what pupils have learned before. This means that pupils do not remember as easily what they have learned in these subjects as they do in others.

Leaders ensure that the curriculum meets the needs of pupils with special educational needs and/or disabilities (SEND). Teachers make appropriate adaptations so that pupils with SEND access the full curriculum successfully. Teachers use a range of additional resources effectively and check carefully on how well pupils with SEND are learning. This helps pupils with SEND develop independence in their learning and to achieve well personally and academically.

Leaders have placed learning to read at the heart of the school's curriculum. They have ensured that children in early years have a strong start to their education. Staff have suitable expertise to teach pupils to read. Pupils continue to develop a love of reading as they get older. Teachers provide pupils who struggle with reading with the extra help they need. This helps these pupils to catch up and enjoy reading.

Pupils behave respectfully towards each other and towards the adults who work with them. Staff build warm, supportive relationships with pupils. Pupils are enthused to 'let their light shine'. They consistently uphold the school's values of respect, responsibility, kindness, courage, hope and forgiveness. Pupils have a clear sense of right and wrong and always try to support one another. For a small number of pupils, this good behaviour occasionally lapses because not all staff apply the behaviour policy consistently.

The personal development programme is a key part of school life. There is a small but growing number of after-school clubs. There are many opportunities for pupils to take on additional responsibilities in school, such as the team captains who help to organise sports day and check that pupils are upholding the school's values. The head pupils lead assemblies to celebrate pupils' achievements. Assemblies and the wider curriculum teach pupils to be caring, informed citizens. Pupils learn about the main world faiths present in the United Kingdom. They learn about the wider world through the curriculum and educational visits.

Local governors and the trust know the school well. They provide support for leaders, but also challenge them to ensure that all decisions are made in the best interests of pupils. Staff find leaders' training helpful so that staff do their jobs well. Staff feel valued and part of a team. This contributes to Sporle Academy being a happy place of learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that necessary checks are completed for staff working or volunteering in the school. Regular training keeps leaders and staff vigilant in identifying pupils who may be at risk of harm. When staff raise concerns, leaders act in a timely manner. They work with other agencies and help ensure that pupils and families get the support they need.

Pupils learn how to keep themselves safe. This includes how to keep safe while working on the internet. Pupils are confident to share their worries and are happy to approach staff when they need help.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not identified precisely enough the knowledge that pupils should learn. This makes it harder for teachers to plan lessons that help pupils build on what they have learned before. Leaders should ensure that all curriculum plans identify precisely the knowledge that pupils should learn and that teachers have the guidance and expertise to implement the curriculum equally well in all subjects.

- Although the school's behaviour policy is clear, some staff do not implement it consistently well. This results in a small number of pupils not always behaving well. Leaders should ensure that all members of staff understand the school's approach towards pupils' conduct and implement the behaviour policy consistently.

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	142465
Local authority	Norfolk
Inspection number	10227398
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	58
Appropriate authority	Board of trustees
Chief executive officer	Oliver Burwood
Executive headteacher	Anne Neary
Website	www.narvalleyfederation.co.uk
Date of previous inspection	26 and 27 September 2018, under section 5 of the Education Act 2005

Information about this school

- This school is smaller than the average-sized primary school. The pupil numbers are lower than at the previous inspection.
- This school is part of the Diocese of Norwich Education and Academies Trust, which delegates some duties to a local governing body. The school is also part of the Nar Valley Federation, along with Castle Acre Church of England Primary Academy and Narborough Church of England Primary Academy.
- The most recent section 48 inspection of the school's religious character took place in November 2016. The trustees are aware of the need to ensure that the next section 48 inspection takes place within the statutory timescale.
- The school operates a breakfast club each day as part of its childcare provision.
- 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 had 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 executive 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 the chief executive officer and the school improvement director of the Diocese of Norwich Education and Academies Trust. The lead inspector held a conversation with the academies group executive principal and two representatives of the trust, including the director of education.
- Inspectors carried out deep dives in reading, history, mathematics and physical education. 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. In addition, work in other subjects such as art and design technology was also taken into account.
- Inspectors took account of 12 responses to the online survey, Ofsted Parent View. Inspectors gathered the views of parents on the playground at the start of the school day. Inspectors took account of the responses from two pupils to the pupils' survey and 14 responses to the staff survey. Inspectors spoke to pupils at break- and lunchtimes.
- Inspectors looked at a range of school documentation to evaluate the effectiveness of actions to safeguard pupils, including the school's single central record of checks on adults working at the school. Inspectors checked records of training and checked staff members' understanding of how to keep pupils safe. Inspectors discussed with leaders their actions to safeguard pupils.

Inspection team

Tim McLoughlin, lead inspector

Ofsted Inspector

Julie Harrison

Ofsted Inspector

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