

Inspection of a good school: Hopton Church of England Primary Academy

Coast Road, Hopton-on-Sea, Great Yarmouth, Norfolk NR31 9BT

Inspection dates:

12 and 13 October 2022

Outcome

Hopton Church of England Primary Academy continues to be a good school.

What is it like to attend this school?

Pupils at Hopton Primary Academy are proud of their school. They are respectful and enthusiastic about their learning.

Pupils feel safe because they know adults are there to help if they have a worry. Pupils say that bullying is rare. If it happens, pupils know that they can tell an adult and it will stop. Pupils play happily together, enjoying the choices that are on offer, like table tennis, the trim trail or the quiet area.

Pupils live out the school ethos of 'CARE', (compassion, aspiration, respect, equality and equity), through their thoughts and actions. An example of this was how pupils showed compassion about what was happening in Ukraine and came up with their own fund-raising ideas.

There are many opportunities for pupils to take on responsibilities. This includes, for example, becoming a sports leader, a science, technology, engineering and mathematics (STEM) leader or a diversity leader. This makes sure that pupils have a voice that is listened to.

The STEM leaders provided exciting opportunities to explore science in action by leading experiments for pupils at lunchtime. There are also a range of clubs and trips that the pupils can take part in which extend and enrich their learning.

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

Leaders are ambitious about what they want pupils at Hopton Primary Academy to achieve. They are developing a curriculum that builds pupils' knowledge in well-thought-through steps over time. Where the curriculum has been more developed, there are regular opportunities for pupils to recall and use what they have previously learned and apply it to new learning. This helps pupils to know and remember more so that they can

apply this to new learning. An example of this is when pupils have 'dive deeper' tasks in mathematics, where they use a range of mathematical skills to solve a problem.

Typically, most teachers are confident with their subject knowledge. This results in pupils achieving well in these subjects, such as in religious education (RE), where pupils are able to answer complex questions about the possible conflict between science and faith. However, where the curriculum is in earlier stages of being developed, pupils do not learn as well as they could. Leaders recognise this and, where it is needed, provide support and training to build consistency so that pupils can achieve their best.

Leaders have made sure that learning to read has a high priority at Hopton Primary Academy. In Reception, children are taught to read from the moment they join the school. Leaders have put in place a systematic programme for teaching sounds and early reading. Staff have received the training they need to deliver the phonics programme. In phonics lessons, staff model accurately the sounds that pupils are learning. Pupils practise and revisit their learning before moving on to new sounds. Pupils read books that are closely matched to their knowledge and understanding. This ensures that pupils develop into confident, fluent readers.

Teachers use assessment well to spot where pupils are falling behind. If pupils are identified as struggling, swift action is taken to help them to keep up and achieve their best.

Leaders plan and promote pupils' personal, social and health education (PSHE) and personal development well. Pupils develop a good understanding of healthy relationships. One pupil, for example, when asked to describe a healthy relationship, said, 'Be kind, be friendly and try not to argue.' This knowledge is developed in an age-appropriate way. Pupils know the importance of respect and tolerance. Older pupils can explain the difference between equality and equity. There is a caring ethos across the school. Pupils are very clear that differences do not matter and that everyone should be treated the same. This ethos, alongside a comprehensive PSHE curriculum, helps pupils to be respectful, tolerant and resilient citizens.

Governors, trustees and school leaders have a shared understanding of the priorities. Governors and trustees carry out their statutory duties appropriately. Robust monitoring ensures that there are secure systems in place to hold leaders to account, in particular for the quality of education. This means that the pupils at Hopton Primary Academy are prepared effectively for their next stages of education.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to safeguard pupils. This includes having robust checks in place to ensure that all adults are safe to work with children.

Regular and specific training helps adults to understand and identify the risks pupils face. This helps staff to be vigilant about looking out for signs of harm. Adults know how to

report a concern. Leaders take swift action in response to any concerns raised. This includes involving other agencies where needed.

The curriculum content supports pupils to learn to know how to stay safe both online and in their community. Pupils know what steps to take if they are worried about anything.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum at Hopton Primary Academy is still evolving. Some teachers are building their knowledge of how best to teach the newly developed curriculum areas. Where teachers are less confident, pupils' learning is not always maximised. Leaders should continue to provide teachers with guidance and support, so that they can teach the curriculum equally effectively in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Hopton Church of England Primary School, to be good in January 2017.

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.

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	146061
Local authority	Norfolk
Inspection number	10240434
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	Board of trustees
Chair of trust	William Crawshay
Headteacher	Kellie Egleton
Website	www.hopton.norfolk.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Hopton Church of England Primary Academy is part of the Diocese of Norwich Education and Academies Trust.
- The school is a one-form entry primary school.
- Leaders provide a daily breakfast club.
- Leaders do not make use of any alternative provisions.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- During the inspection, the inspector held meetings with the headteacher, two members of the senior leadership team, the pastoral leader and the special educational needs coordinator.
- The inspector met with the chair and vice-chair of the local governing body and four trustees.

- The inspector did deep dives in reading, mathematics and RE. The inspector met with curriculum leaders and visited lessons. The inspector reviewed pupils' work in these subjects, as well as speaking with teachers and pupils.
- Pupils were observed reading to a familiar adult by the inspector. The inspector also looked at pupils' behaviour at play and lunchtime.
- Arrangements for safeguarding were looked at by the inspector. This included scrutinising the single central record and meeting with the designated safeguarding lead to review other safeguarding documentation.
- The inspector considered the 52 responses to Ofsted's online survey, Ofsted Parent View, and 52 free-text comments.
- The inspector also considered the 15 responses to the Ofsted staff survey and 101 responses to the pupil survey.

Inspection team

Sharon Waldron, lead inspector

His Majesty's Inspector

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