

Inspection of North Elmham CEVA Primary School part of Flourish Federation

Holt Road, North Elmham, Dereham, Norfolk NR20 5JS

Inspection dates: 17 and 18 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Good

Early years provision

Requires improvement

Previous inspection grade

Requires Improvement

What is it like to attend this school?

Pupils like coming to school. It is friendly and welcoming. They know what bullying is and say that if someone is unkind, staff sort it out quickly. Pupils are confident to talk to an adult if they have any problems. Pupils feel that staff are kind and that they keep them safe.

Pupils say most people in their class get on with their work. However, a few pupils can be silly, and this stops other pupils from concentrating and doing their best. Pupils say some adults do not always use the school rules to make sure that all pupils behave well in class or at lunchtime.

Pupils enjoy the visits and visitors their teachers organise for them. However, they would like to access the lunchtime and after-school clubs that they used to be able to attend.

Pupils take on different roles and responsibilities in the school, such as the eco parliaments. However, pupils do not know the purpose of these groups. A few pupils are unclear about where they could have a responsibility in school and the community.

Pupils enjoy learning about different topics in subjects such as art and design and geography, but they are not always well supported to learn as much as they should. Pupils have gaps in their knowledge and understanding.

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

Since 2019, significant changes in leadership and teaching staff slowed the rate of improvement in the school. New leaders since September 2022 have brought stability to leadership and have driven forward improvement at a rapid pace. Staff and parents are confident in the new leadership team. They appreciate the positive changes leaders have made. Staff feel valued and well supported.

Leaders have created a broad and ambitious curriculum that shows what they want pupils to achieve in all subjects. However, staff do not all have sufficient subject knowledge to teach this curriculum. They do not have a precise understanding of what they want pupils to learn by the end of a lesson or series of lessons. This means that the pupils do not learn as much as they should, and do not know and remember enough in the subjects they are taught.

Early reading is a high priority for leaders and staff. Pupils can read simple books well by the end of Year 2. Leaders have recognised that the current phonics programme is not good enough. Reading books are not always well matched to the stage of phonics pupils are learning. Pupils could learn to read more rapidly. Leaders are buying new books and making the necessary changes so that pupils make the best progress.

Teachers do not keep a close enough check on what older pupils are reading. For example, teachers do not encourage pupils to read widely and share their favourite books. Some pupils do not enjoy reading on their own and cannot talk about their favourite authors. All pupils enjoy their class books read to them by their teachers.

Children in the early years enjoy learning. They are safe and well looked after. However, the curriculum is not fully developed. While children are taught number, reading and writing skills, they do not get enough opportunities to practise these skills. Other areas of children's development are also not always well supported. For example, children are not always encouraged to collaborate in activities or helped to respond appropriately to adult directions.

Leaders rapidly identify any pupils who have special educational needs and/or disabilities (SEND). Effective programmes are in place, so pupils with SEND learn well in class with their friends. Staff are well trained and most give the right support to the pupils they work with.

Staff do not support pupils, when they are misbehaving, to improve their behaviour. Staff do not routinely identify where pupils' behaviour, in lessons and during social times, is not as good as it should be. Some pupils are frustrated that some staff do not apply the school rules consistently well. However, pupils say that they like the rewards they receive for good behaviour.

Leaders have developed robust systems to improve pupils' attendance. They are working with families to help them get their children to school every day and on time.

Pupils learn about how to respect those who are different from themselves. Pupils learn about other faiths and beliefs. However, owing to weaknesses in the delivery of the curriculum, pupils struggle to remember what they have learned. Pupils are unsure how they can contribute to their school or the wider community. They are not always clear on the different roles and responsibilities of pupil groups.

Governors have supported the school well through difficult times. They know the strengths of the school and where improvements must be made.

Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about safeguarding and are vigilant in ensuring pupils are safe. Leaders work with a range of agencies to ensure that pupils and their families receive appropriate support to keep them safe.

Leaders make all the appropriate checks on those employed at the school. Governors make regular, stringent checks on the school's safeguarding procedures.

Pupils are taught how to keep themselves safe in a variety of situations. They learn

about the possible dangers they could face, including online. Pupils talk confidently about different ways to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff have not had sufficient training to teach the curriculum consistently well across classes and subjects. Pupils do not learn and achieve as well as they should. Leaders should ensure that all staff have the knowledge they need to teach the full curriculum effectively so that pupils learn well.
- Younger pupils do not always have a reading book that is well matched to their stage of learning in phonics. Leaders should ensure that there are sufficient phonics reading books for younger pupils.
- Older pupils do not develop a love of reading. Teachers do not keep a careful enough check on what older pupils are reading. Older pupils do not read often enough from a wide range of books. Leaders should ensure that teachers keep a careful check on older pupils' reading choices and encourage them to read a wide range of books by different authors.
- Children in the early years are not ready for Year 1 in all the areas of learning. Children do not have enough opportunities to practise the number, reading and writing skills they learn with their teacher. Children's personal, social and emotional development is not well developed. Leaders should ensure that the early years curriculum prepares children well for Year 1 in all areas of learning.
- Pupils do not always behave well in lessons or on the playground. Staff are not consistent in how they use the school's rules to help pupils behave well. Leaders should ensure that staff apply the school rules consistently and support pupils to improve their behaviour.
- Pupils are not clear about how they can contribute to the school or wider community. They learn about differences in faith and orientation but are not able to readily recall what they have learned. Leaders should ensure that pupils securely know and understand what it means to be a citizen of modern Britain.

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	121049
Local authority	Norfolk
Inspection number	10255128
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair of governing body	Robert Plant
Headteacher	Victoria McConnell
Website	www.flourishfed.com
Date of previous inspection	10 June 2021, under section 8 of the Education Act 2005

Information about this school

- Since the last monitoring inspection in 2021, there have been four changes in headteacher.
- The school is listed for its next section 48 inspection in 2024.

Information about this inspection

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

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, the reading and curriculum leaders, the special educational needs coordinator, subject leaders for geography and mathematics, the early years leader, teachers, support staff and groups of pupils.
- The lead inspector met with several governors, including the chair and vice-chair

of the governing body, a parent governor and two foundation governors.

- The lead inspector spoke to representatives from the local authority and the Diocese.
- Inspectors carried out deep dives in early reading, mathematics, geography and art and design. This included discussions with subject leaders, visits to lessons, meetings with staff and pupils and scrutinising pupils' books.
- Inspectors focused on other aspects of the school's work, including safeguarding, pupils' wider development and staff workload.
- Inspectors considered responses to Ofsted's pupil survey and Ofsted's staff survey. They considered responses to the parent survey, Ofsted Parent View, including free-text messages and spoke to a group of parents.

Inspection team

Julie Winyard, lead inspector

Ofsted Inspector

Jo Nutbeam

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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