

Inspection of St. Clements Hill Primary Academy

50 Le Safferne Gardens, Norwich NR3 4AR

Inspection dates: 2 and 3 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are proud to attend St Clements Hill. They are polite, friendly and show respect towards one another. They are valued, listened to, and seen as individuals. Positive relationships between adults and pupils mean that pupils behave well. They are happy and safe in school.

Pupils enjoy the chance to complete many of the '60 Experiences' that adults provide for them. These opportunities, such as baking a cake or sewing a button, help pupils learn real-life skills. Pupils know about differences between themselves and others. They are keen to celebrate these diversities, leading to a well-established culture of respect for all.

Bullying is very rare. Pupils have faith that adults will help them if they have a problem. If a pupil shares a worry with an adult, they know that it will be taken seriously and sorted out.

In Reception, children benefit from a well-designed curriculum. It helps them gain the knowledge necessary for their future learning. However, the rest of the school's curriculum has areas which require further improvement to support pupils achieving as well as they could.

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

Leaders have an accurate view of their school. They have galvanised the staff team, including many new teachers this year, to work in harmony to develop the quality of education pupils receive. The strong, shared vision of leaders, a school where pupils thrive, is understood by all.

Reading takes top priority. The youngest children are provided with many rich opportunities to learn and use new words. This helps them when they learn to read, which most pupils do with accuracy and confidence. Adults are skilled at teaching the school's phonics programme. They provide expert support for pupils who find learning to read tricky. As pupils move through the school, they read high-quality texts, carefully selected by adults. They develop a real love of reading.

Leaders are proactive and determined to improve the school. They have recently redesigned the curriculum. In the subjects where the curriculum design is more developed, such as mathematics, pupils generally learn well. In too many subjects, though, leaders have not set out the precise knowledge pupils need to learn. This means that pupils do not always build on what they know and do not develop the detailed knowledge they need. Leaders are taking the right actions in the right order to bring about improvement. However, currently the quality of education is not yet good.

Children in the Reception classes are well taught and cared for. The curriculum there is long established and carefully designed. Children are supported by adults who know them extremely well. Every opportunity is taken to talk with, and read to, children, including questions about what they are learning. Adults make accurate assessments of what children know and can do, and activities are skilfully adapted as a result. This helps children build the knowledge they need in preparation for Year 1.

Pupils with special educational needs and/or disabilities (SEND) are given high-quality support. Teaching assistants work closely with teachers to ensure effective adaptations are made to give pupils with SEND the same curriculum as their peers. Those who need extra support with their social and emotional needs receive well-tailored guidance.

The programme to promote pupils' personal development helps them understand the wider world in which they live. Pupils raise money for local charities. These causes are decided by pupils. They know that no one is an 'outsider', and they welcome and value the differences they see between themselves and others. Pupils are supported to work to overcome challenges they face in their learning and day-to-day lives. They become increasingly resilient as they move through the school.

Pupils enjoy lessons. They pay close attention to adults. There is very little disruption, which means pupils concentrate well in lessons.

Members of the local governance committee (LGC), trustees and trust leaders work together to support and challenge school leaders. Those responsible for governance carry out their strategic roles well. They have provided strong support for the headteacher in putting in place a capable team of staff who share leaders' high aspirations for every pupil.

Teachers receive effective training from leaders and the trust. They value this, along with the support leaders give them in managing their workload. However, there is more to do to ensure teachers have strong subject knowledge in the subjects they teach. Currently, this is not the case. This means that, in some subjects, teachers do not have the subject-specific knowledge to quickly address misconception pupils have.

Safeguarding

The arrangements for safeguarding are effective.

Adults are vigilant and alert to the signs that a pupil may need help. They know how to report any concerns they may have. Concerns are followed up thoroughly. When pupils need help, leaders are quick to put this in place. There is a positive culture of safeguarding throughout the school.

The checks made on adults before they start work in the school are rigorous. Trust leaders make regular checks to be sure that the school is doing all it should to keep

pupils safe. Pupils learn how to keep themselves safe, especially when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not precisely identified the most important knowledge pupils need to learn. This means teaching does not always build on prior learning and pupils do not develop detailed knowledge in these subjects. Leaders must ensure that the curriculum in each subject clearly identifies the most important knowledge pupils need to know and remember, so they achieve well across the whole curriculum.
- Not all teachers have secure subject knowledge across the curriculum. This means that they do not always successfully identify and correct some misconceptions in pupils' understanding. Leaders must ensure that teachers receive training to strengthen their subject knowledge, so that pupils' learning is improved.

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	145914
Local authority	Norfolk
Inspection number	10255001
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	Board of trustees
Chair of trust	Anne Gibson
Headteacher	Jessica Gardner
Website	www.stclementsacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school opened in September 2018, with 18 children in one Reception class. The school has grown rapidly since opening and now has pupils from Reception to Year 4, in eight classes.
- The headteacher joined the school in September 2021. Five teachers joined the school in September 2022, along with the assistant headteacher.
- The school is part of the Broad Horizons Education Trust.
- The school uses one registered alternative provider.

Information about this inspection

Inspectors carried out this graded 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 carried out deep dives in these subjects: early reading, mathematics, art and geography. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to pupils from Years 1, 2 and 3 read to an adult.
- Inspectors spoke with leaders and pupils about several other subjects.
- Inspectors held meetings with the headteacher, deputy headteacher (who also holds the roles of special educational needs coordinator and early years leader) and the assistant headteacher. The lead inspector met with members of the LGC, trustees, the chief executive officer, and a number of trust leaders.
- To inspect safeguarding, inspectors scrutinised the single central record, and reviewed safeguarding paperwork and systems. Inspectors spoke with leaders, teachers, support staff, members of the LGC, trustees and pupils to evaluate the culture of safeguarding in school.
- Inspectors considered 42 responses, along with 32 free-text comments, to Ofsted's questionnaire for parents. Inspectors also considered 14 responses to the staff questionnaire. There were no responses to the pupil questionnaire.

Inspection team

Nathan Lowe, lead inspector

His Majesty's Inspector

Bridget Harrison

His Majesty's Inspector

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