

Inspection of All Saints Church of England CEVA Primary School Part of Flourish Federation

Fulmodeston Road, Stibbard, Fakenham, Norfolk NR21 0LT

Inspection dates: 21 and 22 March 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

Good

What is it like to attend this school?

Pupils like the improvements leaders are making to their school. Pupils have responded well to staff's high expectations for their behaviour. From the start of nursery, pupils learn to follow routines. This sets the tone for pupils' good conduct, including safe, responsible play. Pupils enjoy the magic disco, dressing up and the sports activities leaders have laid on for them at lunchtimes. Pupils are happy in their work and play.

Pupils enjoy, and focus on, their learning. They want to do well and like having their hard work recognised by adults. Pupils have plenty of opportunities to listen to stories and to learn to read. Many develop and sustain a love of reading. However, the quality of education pupils receive is uneven and not of a consistently good quality. Pupils do not develop a secure understanding of important facts and concepts in some subjects.

Pupils feel safe. They know the difference between bullying and falling out between friends. They rarely experience bullying. If it does happen, leaders take swift action to put a stop to it.

Pupils like learning about different places and people. They are particularly enthusiastic about the visits they make to places such as Norwich Cathedral.

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

Strong governance and leadership are bringing about consistent, significant improvements. Leaders are working to ambitious, realistic timescales to ensure that improvements are sustainable. This comes after several years in which there has been considerable turnover of staff, including headteachers. Parents, carers, pupils and staff notice and value the changes that current leaders are making. The community has faith in what leaders are doing.

Leaders have designed and are adapting a clearly defined, ambitious curriculum. Leaders' work is more advanced in some subjects. Where this is the case, teachers know what pupils need to learn. Teachers also have the subject knowledge to teach the curriculum well. They check that pupils remember important information and have time to practise what they study.

In several subjects, leaders have not finished setting out with precision what pupils need to learn. This means teachers do not have enough guidance and subject knowledge to teach the curriculum consistently well. At times, they do not choose, and adapt, the most suitable activities for pupils, including those with special educational needs and/or disabilities (SEND) to grasp key facts and concepts. This imprecision limits the extent to which teachers can assess pupils' progression through the curriculum. Consequently, the progress of pupils, including those with SEND, is slower than it should be. Leaders in a few subjects are new to their role. They have not fully evaluated how well the curriculum is being implemented.

Stories form a central part of pupils' learning. Leaders emphasise that reading is the key to academic and social success. In the nursery class, adults introduce children to sounds, stories and songs. There is lots of discussion. This word-rich start continues in the Reception class. Adults deliver phonics clearly and accurately. Pupils read books matched to sounds they know. Skilled adults support pupils who find reading tricky. Many pupils become fluent readers. They talk with confidence about their favourite authors and stories. Pupils like choosing books from their classroom or main school libraries.

Children in the nursery and reception classes learn and play in safe, well-organised environments. They learn important routines that set them up well for the next stages of their education. Children learn an interesting curriculum that enables them to gain and practise reading, writing and mathematics skills.

Leaders use effective systems to identify and assess the needs of pupils with SEND. Staff provide well for pupils' social development. Pupils with SEND are given support to access the same curriculum as their classmates.

Leaders have set out high expectations for pupils' behaviour and attendance. Most pupils have responded admirably. They follow routines and learn to behave well. Pupils get along well in lessons and support each other. A small number of pupils need additional support to make positive behaviour choices. On occasion, their behaviour falls below staff's high expectations. Teachers use engrained school systems to manage this well.

Pupils build a mature understanding of different faiths. They also learn what makes for a healthy relationship. Pupils understand and respect difference. They foster positive relationships with each other and with adults. This makes for a happy school.

Governors carry out their duties well. They systematically check the effectiveness of leaders' actions. Leaders and governors are careful to consider the impact of changes they make on staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff are well trained in their responsibilities to safeguard pupils. Staff understand the importance of being on the lookout for signs that a pupil may be at risk of harm. Adults use the agreed school system to report any concerns that they may have.

Leaders take suitable, timely steps to ensure that pupils receive the support that they need. Leaders work with external agencies where the need arises.

Governors are diligent in checking that the school's safeguarding procedures, including those for safe recruitment, are effective.

Pupils learn strategies to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' work to improve the quality of education is not complete in some subjects. They have not precisely set out what pupils need to learn. This means that some teachers lack enough guidance and subject knowledge to teach, and adapt their teaching, effectively in these subjects. Pupils, including those with SEND, do not securely grasp key knowledge. Leaders need to provide teachers with the guidance and training to teach, and adapt, their teaching well in all subjects.
- Some subject leaders are new to their post. They have not fully assessed how effectively the curriculum in their subject is implemented. This means that they are not as well placed to carry out all aspects of their role. Senior leaders should continue to provide these leaders with the support needed to carry out their roles more 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.

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	121145
Local authority	Norfolk
Inspection number	10241946
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	159
Appropriate authority	The governing body
Chair of governing body	Robert Plant
Executive Headteacher	Victoria McConnell
Website	www.stibbardallsaints.com
Date of previous inspection	8 June 2017, under section 8 of the Education Act 2005

Information about this school

- The school has experienced several changes of headteacher since the previous inspection. The current executive headteacher has been in post since September 2022.
- Since the previous inspection, the school has joined with another local school to form the Flourish Federation.
- The school makes use of one unregistered alternative provider.
- The school's most recent Statutory Inspection of Anglican and Methodist Schools (SIAMs) inspection took place in January 2016. The school's next inspection will be within eight school years.
- The school runs a nursery, which includes provision for two- and three-year olds.

Information about this inspection

The 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 met with the executive headteacher, other senior leaders, teachers and support staff.
- Inspectors met with several groups of pupils. Inspectors also observed pupils at breaktimes and lunchtimes.
- The lead inspector met with five members of the governing body, including its chair.
- The lead inspector spoke via telephone to a representative of Norfolk local authority and, in a separate call, with a representative from the Diocese of Norwich.
- Inspectors carried out deep dives in these subjects: early reading, geography, mathematics and physical education. In each deep dive, inspectors spoke with leaders and teachers, looked at curriculum documentation, visited lessons, spoke with pupils and looked at examples of pupils' work. Inspectors also spoke with leaders and looked at pupils' work in a small number of other subjects.
- To check the effectiveness of safeguarding, inspectors checked the single central record of pre-appointment checks, looked at safeguarding documentation, spoke with staff, pupils and governors, and spoke with a representative from Norfolk local authority.
- Inspectors considered the views expressed in the responses to Ofsted Parent View, Ofsted's online survey, and in Ofsted's school staff survey. Inspectors took into account evidence from the school's parent and staff surveys.

Inspection team

John Lucas, lead inspector

His Majesty's Inspector

Bessie Owen

His Majesty's Inspector

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