

# Inspection of Swaffham C of E Primary Academy

Brandon Road, Swaffham, Norfolk PE37 7EA

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Inspection dates: 21 and 22 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Good
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## **What is it like to attend this school?**

Pupils enjoy coming to school both to learn and to spend time with their friends. Pupils feel safe and are happy in school. Bullying is rare. When it does happen, staff deal with it effectively. Pupils know that adults will help with any worries they may have.

Most pupils behave well. They understand the 'SPA way' and the school's values of being ready, respectful and safe. These underpin all aspects of school life.

Pupils enjoy their learning across the curriculum. They appreciate the help their teachers give them. Pupils take pride in their achievements. They enjoy celebrating these in lessons and in regular celebration assemblies.

Pupils have frequent opportunities to develop their learning and experiences beyond the classroom. Many enjoy attending the range of clubs on offer. These include gardening, football, drama and dance. There are also many and varied opportunities for pupils to explore life outside the school community. These provide memorable experiences and help to bring classroom learning alive.

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

Leaders have thought carefully about the curriculum they have constructed. It is ambitious and well sequenced from Reception to Year 6. This ensures that learning builds year after year.

Leaders provide teachers with effective training and guidance. This supports them to plan appropriate learning activities. In most subjects, there are regular opportunities for pupils to revisit learning. This helps pupils to recall knowledge. However, this approach is not fully realised across all subjects. Consequently, in a few subjects, pupils do not have such a strong recall of previous learning.

Teachers make regular checks to identify gaps in learning. In English and mathematics, for example, teachers identify gaps and provide extra support to help pupils to catch up. Nevertheless, the progress and attainment of key stage 2 pupils in English have been below the national average since the previous inspection. These gaps are narrowing for current pupils as the curriculum has strengthened, though there is still work to do here. In a few subjects, where curriculum implementation is new, the use of assessment is still being developed.

The teaching of reading is a high priority. Staff are well trained and deliver the school's chosen phonics scheme effectively. Children in Reception learn the basics of reading well. They are ready to develop their reading in Year 1. Pupils read books that allow them to practise the sounds they are learning. As a result, most are fluent readers by the end of Year 1. Leaders ensure that pupils who struggle with their reading receive the right support to help them to catch up.

There is a structured approach to teaching the more complex skills of reading. Pupils access books that cover a range of topics, cultures and ethnicities. They enjoy visiting the school and other local libraries. Pupils talk enthusiastically about their favourite books and authors.

Following the return from the COVID-19 pandemic lockdowns, behaviour among some pupils declined. Leaders have introduced a new approach to behaviour management. Pupils from Reception upwards understand this. Both staff and pupils say that behaviour is now better. Leaders ensure that pupils who find it hard to regulate their behaviour are well supported.

Provision for pupils with special educational needs and/or disabilities is effective. Leaders identify pupils' needs early and accurately. Individual plans identify precisely what support pupils need. Skilled adults deliver support effectively. This helps pupils to access the same curriculum as their classmates.

A wide variety of visits and other activities supplement classroom learning. Many pupils learn a musical instrument. Such activities help to bring learning to life and broaden pupils' horizons.

The curriculum ensures pupils learn about their own lives and those of others. Pupils show tolerance of differences. They understand that discrimination of any kind is wrong. Pupils have a good understanding of healthy relationships. They have many opportunities to take on responsibilities. These include as members of the school council and as eco-warriors. Older pupils are play leaders. Such experiences help to develop pupils' confidence and prepare them to be active citizens.

Staff enjoy working at the school. Most feel well supported by leaders. They appreciate that leaders are considerate of their workload and well-being. Most parents are happy with the school. A few expressed concerns about communication and pupils' behaviour.

Governors and trustees are knowledgeable about the school. They carry out their statutory duties effectively. They know what the school does well and where it needs to improve. The trust provides effective support for the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff have appropriate training so that they know how to identify if a pupil may be at risk of harm. Leaders and teachers know pupils and their families very well. They are quick to spot changes that might be indicative of a concern.

Leaders' checks carried out on staff before they start working at the school are comprehensive and robust. Governors and trustees also check to see if these and wider procedures work effectively.

Pupils learn how to keep themselves safe when working online or offline and in their community.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects, there are not enough opportunities for pupils to revisit and recall previous learning. This means that pupils do not always have a good recall of their knowledge. Leaders should ensure that there are regular opportunities for pupils to revisit previous learning across all areas of the curriculum.
- The curriculum is newly implemented in some subjects. In these subjects, assessment processes are not yet fully developed. This means that teachers do not always know how well pupils are learning in these subjects or what may need revisiting. Leaders should implement their plans to ensure that assessment opportunities are embedded across all subjects. This is to ensure that teachers know how well pupils are learning across the curriculum and can identify gaps in learning.
- Some pupils in key stage 2 have gaps in their knowledge and skills in English. Leaders should continue their planned approach to identifying and narrowing these gaps so that more pupils achieve the expected standards and make good progress in English across key stage 2.

## **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

<b>Unique reference number</b>	141663
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10268399
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	222
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Oliver Burwood
<b>Headteacher</b>	Nicola Kaye
<b>Website</b>	<a href="http://www.swaffhamprimary.dneat.org">www.swaffhamprimary.dneat.org</a>
<b>Dates of previous inspection</b>	6 and 7 March 2018, under section 5 of the Education Act 2005

## Information about this school

- The headteacher took up post in March 2019. Prior to this, there had been a number of changes of leadership in the school.
- The school uses one registered alternative provider, commissioned by the local authority.
- The school has a Christian religious character. The school's most recent section 48 inspection of its religious character took place in November 2017. The school's next inspection is due to take place before November 2025.

## 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.
- To evaluate the quality of education, inspectors carried out deep dives in these subjects: early reading, mathematics, geography and art. For each deep dive,

inspectors met with subject leaders, considered curriculum plans, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and scrutinised samples of pupils' work. Other aspects of the curriculum were also scrutinised to provide further evidence of the quality of education.

- An inspector observed some pupils read to staff and talked to them about their reading. The inspector also spoke with other pupils about reading.
- Inspectors spoke with members of staff about their workload and well-being and about pupils' behaviour.
- To inspect safeguarding, inspectors scrutinised the single central record and reviewed safeguarding systems. Inspectors spoke with leaders, teachers, support staff, members of the governing body and pupils to evaluate the culture of safeguarding in the school.
- Inspectors held meetings with senior leaders, the special educational needs coordinator, the early years leader, and the subject leader for personal, social and health education. The lead inspector met with trustees and the chair of the local governing body. Additionally, she spoke with the local authority achievement and inclusion adviser.
- Inspectors scrutinised a range of documents during the inspection, including curriculum plans, records of governing body meetings and school development plans.
- Inspectors considered the views of parents. An inspector spoke with parents at the end of the school day. Inspectors also considered 21 responses to Ofsted's online survey, Ofsted Parent View, and 21 free-text comments.
- Inspectors spoke with different groups of staff to gather their views. Additionally, they considered 18 responses to Ofsted's survey for staff.
- There were no responses to Ofsted's survey for pupils. Inspectors observed pupils' behaviour across the school. They met with groups of pupils to seek their views about the school. Inspectors also spoke with pupils informally in class, around the school and at breaktimes.

## Inspection team

Joan Beale, lead inspector

Ofsted Inspector

Emma Davies

Ofsted Inspector

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