

# Inspection of Elveden Church of England Primary Academy

London Road, Elveden, Thetford, Norfolk IP24 3TN

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Inspection dates: 5 and 6 December 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

The headteacher of this school is Lorna Rourke. This school is part of a single academy trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Lynne Proudlock.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2016. The school received an ungraded inspection under section 8 of the Act on 15 July 2021.

## **What is it like to attend this school?**

Elveden Church of England Primary Academy is a highly inclusive school. Without fail, pupils are respectful, well-mannered and polite. They love coming to school and have excellent attendance. They form positive relationships, with older and younger pupils playing joyfully and harmoniously together.

The school has high expectations of pupils' learning and behaviour. Pupils work hard, and enjoy their learning. Pupils learn how to manage their feelings and emotions, readying themselves for their next steps in life. In class and around the school, they behave exceptionally well.

Pupils revel in the exceptional provision for them beyond the classroom. They love the carefully planned activities available at lunchtime. These well-considered activities give pupils the chance to play happily, while at the same time developing physically and being imaginative in their play. Forest school sessions offer opportunities for pupils to thrive in the outdoors, where they get muddy, have fun and take well-calculated risks.

Pupils are proud to take on roles of responsibility. These include being a member of the school council, being a playleader or becoming a 'well-being warrior'. Pupils have a voice and contribute to the successful running of the school. For example, school councillors regularly consult all pupils and choose their lunchtime activities democratically, which are enjoyed by all.

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

There is no ceiling to what pupils can achieve. They learn exceptionally well because the curriculum is highly ambitious in all subjects. This has been precisely developed with careful consideration of the school's local area and history.

The curriculum is firmly established and is working exceptionally well. Pupils develop a deep and detailed knowledge as they move through the school, such as in history where pupils can recall memorable trips and talk confidently about their historical learning, added to by these rich enrichment experiences. Teachers check carefully that pupils remember the curriculum. Adults are skilled in guiding pupils to reflect upon their learning and rectify any mistakes. Pupils lay down firm foundations on which to build their new learning. In mathematics, for example, pupils use their prior knowledge of number facts to help them succeed when faced with more complex problems to solve.

Reading is top priority. Children begin to learn to read as soon as they start in Reception. Adults are expert in teaching pupils to read. As a result, pupils read with ever increasing confidence and fluency. Adults spot pupils who fall behind with their reading and help them catch up quickly. Pupils love hearing adults read to them. They benefit from the challenge of reading the carefully chosen 'essential reads' in every class.

Pupils with special educational needs and/or disabilities (SEND) receive high-quality support. The school works closely with parents to ensure precise plans are in place for pupils with SEND. Carefully thought-out adaptations take place in class. These enable pupils with SEND to achieve well and learn the full curriculum.

Children in the early years are eager to learn. Adults create a warm, caring environment. Children learn through a mix of adult-led activities and play. Where activities are clearly planned and taught, children achieve well. There are some areas where this needs further precision to ensure all children achieve the planned outcomes across the whole curriculum. Leaders recognise this is an area of the school that needs further refinement. They are making the necessary changes to this part of the school.

The school supports and encourages pupils to regulate their own behaviour. Pupils benefit from a calm, focused environment in all areas of the school. Pupils have excellent attitudes to their studies and are exceptionally well behaved. Lessons proceed without disruption.

The school gives pupils the opportunity to broaden their horizons in a rich variety of ways. There is a well-designed enrichment programme adapted around the needs of the pupils. Pupils achieve their young citizens award each year and perform in community events. A wide range of opportunities in sports, arts and music are also available for all pupils. The school hosts an annual careers fair for older pupils to help prepare them for future careers. Pupils have an age-appropriate understanding of different cultures and beliefs. This is enhanced by an established partnership with a school in Malawi. These high-quality opportunities build to help pupils become well rounded citizens of the future by the time they leave at the end of Year 6.

Governors visit the school regularly and check provision is effective. They carefully balance supporting school leaders with holding them to account for continued improvement. Staff feel valued. They know leaders care about their well-being and very much feel part of the team.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	139149
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10226882
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	100
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Lynne Proudlock
<b>Headteacher</b>	Lorna Rourke
<b>Website</b>	<a href="http://www.elveden.suffolk.sch.uk">www.elveden.suffolk.sch.uk</a>
<b>Date of previous inspection</b>	15 July 2021, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of St Edmundsbury and Ipswich. The last section 48 inspection of the school's religious character took place in May 2023.
- The school is a stand-alone academy.
- The school operates a breakfast and after-school provision.
- The school does not currently make use of any alternative provision.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors held meetings with range of staff, including the headteacher, deputy headteacher, the special educational needs coordinator, subject leaders and teachers.

- Inspectors also spoke with members of the trustee board, and representatives from the local authority and diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read with a familiar member of staff.
- The lead inspector spoke with leaders, considered curriculum documentation and spoke with pupils about their learning in computing, history and physical education.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documents, including, behaviour logs, attendance records and information about the needs of pupils with SEND.
- Inspectors considered 46 responses to Ofsted's online questionnaire for parents and carers, Ofsted Parent View. This included 29 free-text comments.
- The 30 responses to Ofsted's questionnaire for pupils were taken into account. Inspectors also spoke with pupils throughout the inspection to gather their views.
- Inspectors took into account the 17 responses to the Ofsted's questionnaire for staff. Inspectors also met with staff throughout the inspection to gather their views.

Jonny Wallace, lead inspector

His Majesty's Inspector

Bryony Surtees

Ofsted Inspector

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