

# Inspection of St Peter's CofE Primary Academy, Easton

Marlingford Road, Easton, Norwich, Norfolk NR9 5AD

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Inspection dates: 23 and 24 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Requires improvement</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The executive headteacher of this school is Mrs Rebecca Newman. This school is part of the Eden Federation within the Diocese of Norwich Education and Academies Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mr Oliver Burwood, and overseen by a board of trustees, chaired by Mr William Crawshay.

Ofsted has not previously inspected St Peter's Church of England Primary Academy as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

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

Pupils enjoy the welcoming environment of their school. From early years, relationships between staff and pupils are strong. Adults want the best for the pupils. They ensure that the pupils are well cared for. Pupils are very happy. They consistently act in a kind way towards each other. Pupils take turns in conversations and listen attentively. They celebrate each other's differences, and make sure everyone feels part of school life.

In lessons and playtime, pupils behave well. They benefit from a very friendly atmosphere. Rules are clearly understood and followed. Pupils follow the adults' instructions sensibly. They move around the school calmly. Likewise, lessons are also orderly. Pupils are respectful towards each other and the adults. Pupils like that they can work well without distractions.

Pupils do well at school. They study a range of interesting topics across different subjects. Adults make sure that all pupils are included in the learning. If a pupil needs extra help and support, they quickly receive it. Pupils also benefit from trips which are designed to enrich their learning. Visits to local museums and castles are popular. These help to bring to life what pupils are learning in class.

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

Leaders have ensured that an ambitious curriculum is in place for all pupils. Many leaders from within the federation share their expertise between the schools. They work closely together to refine and develop the curriculum. This has been effective in ensuring most pupils benefit from learning the important knowledge they need to achieve well. However, while this is the case, newer subject leaders in place have not had the full opportunity to carry out the checks needed to check how well pupils are achieving. Consequently, they are not as confident in their knowledge about how well pupils achieve in the curriculum area they lead.

The school has put in place training to ensure staff effectively teach the content of the curriculum as they intend. Teachers consistently plan appropriate activities to further develop pupils' skills and knowledge. Typically, teachers explain new knowledge pupils need to learn clearly. Teachers regularly check if pupils understand what is being taught. If there are misunderstandings, they quickly identify them and provide further help if needed.

The school has implemented an appropriate phonics programme to teach pupils to read. In the main, this is implemented well. Pupils make good progress with their reading. Staff accurately identify and support weaker readers. This allows them to develop the skills and confidence they need to become fluent readers. Sometimes, more fluent readers need to wait for others before they are given opportunities to move on. Pupils are very positive about their reading.

Staff are knowledgeable in how to provide appropriate support for pupils with special educational needs and/or disabilities (SEND). Generally, they are skilled in helping all pupils, including those with SEND, to do well.

In the early years, children benefit from positive relationships with the staff. However, the curriculum and its delivery does not ensure children are routinely engaged in their learning. Consequently, children's needs are not routinely met. As part of the curriculum delivery, the outside learning environment is not designed to fully support different areas of children's development, including their physical development. While staff talk to children in a friendly manner, the school has not ensured that there is a precise focus on developing children's language and communication skills from their different starting points.

The school has clear behaviour policies which are consistently followed. It shows in pupils being polite and friendly. They are keen to talk to adults and are very welcoming towards visitors. Though they rarely need to do it, staff know how to arrange support that helps pupils to manage their feelings.

There is a strong sense of community and Christian ethos. Pupils learn about different faiths. They are respectful and tolerant of other's beliefs. They talk confidently about important values. They know how to keep safe and healthy. Adults have made sure that pupils can take part in different clubs to develop their interests. Tag rugby and comic club are popular.

Leaders, including governors and trustees, have helped to create a culture where pupils love coming to school. They have ensured high levels of attendance for the majority of pupils. Staff are very positive and feel listened to by leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In Reception, the school has not ensured that the individual needs, interests, and development areas of each child is considered in sufficient detail including in the outside environment. As a result, children's needs are not being fully met. The school must ensure that adults consistently plan a challenging and enjoyable experience for each child. This must take account of children's varying starting points in all areas of their learning and development.
- Where there is newer subject leadership in place, they have not had the opportunity to carry out checks on how well pupils are achieving. The school need to ensure they continue to support new leaders to make sure they carry out the checks they need to so they know how well pupils achieve in the area of the curriculum they lead.

## 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>	142599
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10318009
<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>	179
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trustees</b>	Mr William Crawshay
<b>Chief executive officer</b>	Oliver Burwood
<b>Headteacher</b>	Rebecca Newman (Executive headteacher)
<b>Website</b>	<a href="http://www.trinityfederation.co.uk">www.trinityfederation.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- St Peter's Church of England Primary Academy converted to become an academy in March 2016. When its predecessor school, St Peter's CofE VA Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of the Eden Federation within the Diocese of Norwich Education and Academies Trust.
- The headteacher was appointed in April 2016.

## 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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.
- The lead inspector met with trustees and governors and reviewed documentation relating to governance and school improvement.
- The lead inspector met with trust staff, including the chief executive officer (CEO) and scrutinised documentation relating to school improvement and quality assurance.
- Inspectors reviewed attendance records and observed pupils' behaviour around site.
- An inspector scrutinised documentation and met with leaders to discuss the school's approach to pupils' personal development.
- Inspectors met with the special educational needs co-ordinator (SENCo) and reviewed documentation relating to pupils with SEND.
- The lead inspector considered responses to the parent survey, Ofsted Parent View, including free-text comments. She also reviewed responses to Ofsted's staff survey and pupil survey.

### **Inspection team**

Bessie Owen, lead inspector

His Majesty's Inspector

Rob Edwards

Ofsted Inspector

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