

Inspection of Whitefriars Church of England Primary Academy

Whitefriars Road, King's Lynn, Norfolk PE30 5AH

Inspection dates: 21 and 22 May 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

The headteacher of this school is Mathew Tuckwood. This school is part of 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, Oliver Burwood, and overseen by a board of trustees, chaired by William Crawshay.

What is it like to attend this school?

The pupils and their families are at the heart of this highly inclusive, well-led school.

The school embraces the diverse community and the array of languages that pupils speak. All pupils, regardless of their background, are included with warmth, sensitivity and kindness. Pupils are proud of their school. They love learning and, consequently, make exceptional progress.

Positive relationships contribute towards the creation of a highly safe environment. A typical comment from a pupil was, 'Everyone thrives here with the support they need.' Pupils receive high-quality pastoral help for their welfare. All pupils, including those with special educational needs and/or disabilities (SEND), flourish in this strong school community.

Pupils' behaviour is exemplary. Staff set high expectations right from the start. Pupils live up to these without exception. Consequently, learning proceeds without disruption.

There is a wide range of coherently planned opportunities. Many of these are requested and led by pupils themselves. The school council has identified 'the 25 at Whitefriars'. These experiences are built seamlessly into the curriculum to ensure all pupils broaden their horizons. For instance, when they visit an art gallery, it richly extends the knowledge gained in the classroom.

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

The school has a highly developed sense of purpose to ensure the curriculum meets pupils' needs. Its ambition is to improve the life prospects of its pupils. Leaders are determined that the needs and aspirations of disadvantaged pupils, particularly those with SEND, are central to the school's work. The school relentlessly improves the curriculum where needed. Therefore, pupils are doing really well.

The curriculum is broad and ambitious. It is delivered by highly skilled teachers who have strong subject knowledge. Pupils confidently learn and apply new content, such as vocabulary. This builds closely on what they have learned previously. As a result, pupils develop detailed and deep knowledge.

Reading is a clear priority. The phonics programme is taught successfully by well-trained staff. The small number of pupils who find reading difficult are given the support they need to keep up with the programme. The books that pupils read match the sounds that they know. Parents are well supported to help their children practise reading at home. As pupils move through school, they become confident and fluent readers.

Support for pupils with SEND is exceptional. An expert team has developed clear and robust systems to support these pupils. This ensures staff gain a thorough

understanding of pupils' needs. Plans successfully identify adaptations to tasks and the environment that pupils with SEND require. They access the full curriculum alongside their peers. If any pupils need something individually, it is put in place skilfully. This is why pupils with SEND are making such strong progress.

Children make a flying start in early years. They understand the school's high expectations and routines straight away. The early years curriculum precisely identifies the knowledge children need to learn. For instance, communication and language is significantly prioritised, based on their needs. Staff create an environment which gives children every opportunity to succeed. Children achieve exceptionally well from their starting points and are fully prepared for Year 1.

The school is calm and nurturing. Leaders have developed a culture where excellent behaviour is an expectation at all times. Pupils rise to this superbly. They are polite, articulate and have high levels of self-motivation in learning.

The personal development provision comprehensively considers pupils' needs. It is meticulously planned around the school's vision and values. This helps pupils develop into responsible and respectful citizens. For example, they have a very well developed sense of right and wrong.

Trustees and governors provide strong support to the school. They challenge where needed. The trust and governors share the school's ambition that all pupils will learn what is required to succeed. They and school leaders have the same aspirations for staff. Staff feel fully valued. Their well-being and professional learning are equally important.

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

Unique reference number	141314
Local authority	Norfolk
Inspection number	10288535
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	393
Appropriate authority	Board of trustees
Chair of trust	William Crawshay
CEO of the trust	Oliver Burwood
Headteacher	Mathew Tuckwood
Website	www.whitefriars.norfolk.sch.uk
Dates of previous inspection	1 and 2 November 2022, under section 8 of the Education Act 2005

Information about this school

- Whitefriars Church of England Primary Academy is part of the Diocese of Norwich Education and Academies Trust.
- The school uses one registered alternative provider.
- The school runs its own breakfast and after-school 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 discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, the assistant headteachers, subject leaders, staff, members of the trust’s central team, members of the local governing body, the trust’s chief executive officer and a trustee.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, computing and science. 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.
- Inspectors also considered curriculum documentation and spoke to pupils about their learning in geography.
- 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, pupil records, records of trust meetings, school development plans and school self-evaluation documents.
- Inspectors gathered parents’ views by evaluating responses and reviewing the free-text responses submitted to Ofsted’s online survey, Ofsted Parent View.
- Inspectors met with staff throughout the inspection to gather their views.
- Inspectors considered responses to Ofsted’s pupil survey and spoke with pupils throughout the inspection to gather their views.

Inspection team

Jonny Wallace, lead inspector

His Majesty’s Inspector

Alison Hughes

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Ofsted Inspector

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