

# Inspection of Rackheath Primary School

Willoughby Way, Rackheath, Norwich, Norfolk NR13 6SL

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Inspection dates: 16 and 17 July 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

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

This is a caring and nurturing school with the community at its heart. Pupils are safe and happy here. Leaders and staff share a vision that puts the pupils at the forefront of everything that they do. Pupils feel valued. They become well-rounded, self-assured and respectful individuals.

Pupils' behaviour is exemplary. They typically manage their own behaviour and emotions. Pupils who need additional support are exceptionally well cared for by the school's pastoral team. In class, pupils are attentive and work extremely hard. They benefit from a rich and creative curriculum. Pupils achieve well across all areas of learning.

Pupils have many opportunities to contribute to school life. They develop leadership skills through a wide range of responsibilities such as being eco-committee members or school councillors. The school encourages pupils to try new things and contribute to the local community. Many pupils learn to play musical instruments, and there are a wide range of performance opportunities. Pupils raise money for local charities and visit the local care home. The inclusive ethos ensures all pupils have equal access to broaden their horizons. They develop their character through this carefully planned enrichment offer.

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

The school's curriculum prepares pupils well for life beyond Rackheath Primary School. The important knowledge that pupils need to be successful is clearly identified, starting in early years. Memorable enrichment activities such as visits to places of worship bring learning to life. Adults use the systems in place well to check what pupils know and understand. Staff address any errors or misconceptions quickly. This helps pupils to build an extensive body of knowledge across the curriculum.

Leaders have placed a sharp focus on the teaching of early reading. Staff are expert in delivering the phonics programme and teach this to a high standard. They continuously check pupils' understanding and swiftly put support in place to ensure pupils do not fall behind. Pupils read a wide range of texts. They demonstrate a genuine love of reading. Pupils are confident and fluent readers.

There is a creative approach to teaching the content of the planned curriculum. Teachers are well trained and deliver the curriculum very effectively. Staff use their expertise to help pupils build on their learning over time. For example, in art, pupils can describe how they further develop the techniques and skills of their previous work on shade and tone as they tackle more challenging landscapes. Meaningful links are often made across different subjects which help pupils develop a depth of knowledge over time. This well-considered approach enables pupils to develop their knowledge successfully across the curriculum.

Provision for pupils with special educational needs and/or disabilities (SEND) is strong. Communication between staff is highly effective. Staff hold an accurate understanding of pupils' needs. This ensures they provide well-tailored support for pupils with SEND. They adapt learning and resources for pupils with SEND superbly meaning these pupils achieve exceptionally well.

Children make an excellent start in early years. Their journey through pre-school and Reception is carefully considered. Staff work closely together to ensure they know the children well and prioritise children's communication and language skills right from the start. Leaders have also thought carefully about children's learning in Year 1. The content of the early years curriculum has been skilfully adapted to ensure children are well prepared for their next stage. As a result, children perform very well in early years.

The positive relationships between staff and pupils mean mutual respect permeates the school. Expectations are consistently high, and pupils readily live up to these. Pupils make the right choices and want to do well. Attitudes to learning are exceptional.

The school's provision for pupils' personal development is rich and varied. This is carefully planned to enrich and enhance the planned curriculum. For example, a recent 'passport day' gave pupils the chance to immerse themselves in life in another country. This not only supplements pupils' learning of the geography curriculum but also develops their understanding of different cultures and beliefs. Pupils benefit greatly from the well-designed personal, social and health education programme. Pupils understand the value of equality and diversity. They know how to stay safe online and the importance of mental and physical health.

Staff and parents are proud of their school. Staff appreciate the support that they receive from the school to develop professionally and to manage their workload and well-being.

Those responsible for governance have an accurate understanding of the school's effectiveness. They are ambitious for pupils and keen to further develop the excellent provision on offer.

## **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>	120843
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10323663
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Darren Murley
<b>Headteacher</b>	Chris Ashman
<b>Website</b>	<a href="http://www.rackheath.norfolk.sch.uk">www.rackheath.norfolk.sch.uk</a>
<b>Dates of previous inspection</b>	6 and 7 June 2023, under section 8 of the Education Act 2005.

## Information about this school

- The school makes use of one registered 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 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 deputy headteacher, the special educational needs coordinator, subject leaders, members of staff, members of the governing body and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and geography. 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 history and art.
- 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 governing body meetings, school development plans and school self-evaluation documents.
- Inspectors considered responses to Ofsted Parent View, including parents' free-text responses. The inspector also took account of responses to Ofsted's staff and pupil surveys.

### **Inspection team**

Jonny Wallace, lead inspector

His Majesty's Inspector

Carol Dallas

Ofsted Inspector

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