

# Inspection of Banham Primary School

Crown Street, Banham, Norwich, Norfolk NR16 2EX

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Inspection dates:	1 and 2 October 2024
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>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Matthew Gamble. This school is part of Co-Operative Education East, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Bunn, and overseen by a board of trustees, chaired by Julie Fletcher.

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

The school has a strong sense of community. This is reflected in the kind and happy nature of the pupils. They speak positively about the school and they act responsibly, embodying the school's values. School staff model the very best of what they expect from the pupils. This culture ensures pupils feel safe, knowing adults are there to help when needed.

Pupils typically achieve well. They work hard in lessons and want to make staff proud. Pupils are interested in their topics. They enjoy talking about Antarctica, the Romans and forests. Children in Reception use their imagination in their play. Their café game helps them to practise their numbers, make telephone calls and write lists.

At unstructured times, pupils play well together across year groups. At lunchtime, pupils wait politely for their meal, are well mannered and chat confidently with each other and visitors.

Pupils participate in activities both within and beyond the trust. The school's choir, including children from Reception, has performed at a local venue. Pupils have also seen success in sporting events such as cross-country competitions. This builds their confidence and prepares them for the future.

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

The curriculum is typically well designed. Teachers are knowledgeable and deliver subject content well. The curriculum in the early years is comprehensive, building on what pupils know and can do. Reception-age children learn and practise their numbers and letters. Pupils speak positively about their subjects. The quality of their work reflects this in most subjects. However, some areas of the curriculum are still new, and this affects the extent to which pupils can use their knowledge and understanding over time. The school also recognises that opportunities for pupils to practise and extend their writing skills across all their subjects are not yet fully established. This prevents them from always being able to make the progress of which they are capable.

Reading is a priority for the school. Pupils begin learning their sounds and letters very early on. Younger children listen intently during their phonics sessions and quickly pick up what is expected. Older pupils typically read fluently and enjoy reading more challenging books. If pupils struggle with reading, they receive support through a number of intervention strategies that enable them to catch up with their peers.

Robust provision for pupils with special educational needs and/or disabilities is a strength of the school. The detailed process for identifying specific needs begins early on. Accurate and specific planning is undertaken for individual pupils and their progress against targets is reviewed frequently. Where the advice and support of external agencies are required, this is sought quickly. Appropriate adaptations are made to lessons to support the needs of pupils.

Pupils respect one another. They are polite to visitors and staff. Pupils unanimously state that difference does not matter. They treat each other equally. Through the school's personal, social, health and economic education curriculum, pupils learn how to stay safe. As a result, they understand that they must keep their personal information secure online. Pupils also recognise that staying healthy is important. Children in Reception can explain that they eat fruit and vegetables because 'they are good for us'. Pupils value the opportunities to participate in extra-curricular activities such as football and a music club where children learn to perform as a group.

The school is a calm place. Pupils, including those who have just started school, speak kindly to each other. They line up sensibly and can share toys or activities. There are clear routines for pupils which enable them to know what to expect in lessons and unstructured times. The overwhelming majority of pupils attend school regularly, and persistent absence is rare. As a result, this allows them to benefit from the good quality of education provided by the school. Pupils trust staff to act on any concerns about bullying, though they feel safe and are clear that bullying is very rare.

Trust and school leaders accurately evaluate the school's strengths. They have a clear vision for the school and know what is needed to build on it. Staff speak positively about the school community, including the support from the headteacher and trust regarding well-being and workload. Long-term opportunities for professional development are clearly signposted. Parents are overwhelmingly supportive of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Opportunities for pupils to develop and improve their independent and extended writing across the curriculum are not yet well developed. As a result, pupils are not always able to apply their writing skills consistently, which limits their ability to express their ideas clearly and fully in different subjects. The school should ensure that planned opportunities are in place for pupils to write accurately, independently and at length in all subjects.
- In a small number of subjects, the implementation of the curriculum is not firmly established because the curriculum design is very new. As a result, pupils are not always able to recall or retrieve knowledge as well as they could. The school should review these curriculum areas in a timely and rigorous manner to ensure that pupils achieve well in all subjects.

## **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>	143463
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10345467
<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>	103
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Julie Fletcher
<b>CEO of the trust</b>	Paul Bunn
<b>Headteacher</b>	Matthew Gamble
<b>Website</b>	<a href="http://www.banham.cee.coop">www.banham.cee.coop</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Co-Operative Education East.
- The school converted to an academy in November 2016.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- Inspectors met with the headteacher, CEO, trustees and governors.
- The inspectors carried out deep dives in early reading, geography and mathematics. For each deep dive, 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, the 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 inspection team considered the views of parents through responses to Ofsted Parent View. Inspectors gathered the views of pupils and staff through Ofsted's pupil and staff surveys, as well as interviews and discussions conducted throughout the inspection.

### **Inspection team**

Jonathan Rockey, lead inspector

His Majesty's Inspector

Joanna Pedlow

Ofsted Inspector

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