

Inspection of Dickleburgh Church of England Primary Academy (With Pre-School)

Harvey Lane, Dickleburgh, Diss, Norfolk IP21 4NL

Inspection dates:	12 and 13 November 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Moira Croskell. This school is part of The Diocese of Norwich St Benet's Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Richard Cranmer, and overseen by a board of trustees, chaired by Fred Corbett.

Ofsted has not previously inspected Dickleburgh Church of England Primary Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Dickleburgh Voluntary Controlled Primary School to be outstanding for overall effectiveness, before it opened as Dickleburgh Church of England Primary Academy as a result of conversion to academy status. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils experience a warm, supportive environment that encourages both academic success and personal growth. From the start, teachers set high expectations that challenge each pupil. The curriculum fosters pupils' curiosity and a love for learning. As a result, pupils achieve highly in a range of subjects. Every pupil learns how to play an instrument. Their artwork is colourful and characterful. Their writing is articulate and neat.

Daily school life emphasises respect and a strong sense of community. Pupils consistently show respectful behaviour. The school is a positive atmosphere where learning can flourish. This is because staff uphold clear, consistent expectations. This, in turn, fosters a calm, orderly environment where pupils feel safe and valued. Pupils appreciate the school's approach because they can learn effectively without disruptions.

The school offers varied and rich opportunities for personal development. This includes diverse clubs and leadership roles that build character and confidence. These opportunities are available to all pupils. Pupils take pride in performing at community events, such as singing at a local cathedral. They develop responsibility through buddy systems where older pupils support the younger ones. They also develop empathy and social awareness through charity work and roles that promote teamwork.

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

The school supports pupils to excel in a wide range of subjects. The curriculum is broad and ambitious. It is thoroughly structured to meet the needs of all pupils. Lessons are carefully sequenced so that pupils build on their prior knowledge.

The school supports teachers to teach every subject with high levels of expertise. For example, music lessons immerse pupils in performance, music theory and styles. As a result, pupils develop a strong musical appreciation alongside the skills they need to continue their music studies in the future. Teachers frequently check how well pupils are learning the curriculum. They swiftly address any gaps in learning. The trust supports teachers to continue to develop their skills and expertise. Teachers benefit greatly from the trust's teacher networks and resources. This helps the school to maintain its high standards.

Teachers effectively adapt the curriculum and adjust learning activities for pupils with special educational needs and/or disabilities. They maintain a sharp focus on pupils' individual needs. If a pupil begins to struggle, staff follow a systematic process to provide appropriate, effective and timely help. For example, in the pre-school, bespoke support helps children progress rapidly in their speech, language and communication skills.

Children in the early years benefit from a carefully structured approach. The curriculum emphasises curiosity, language development and foundational knowledge such as counting. Staff sing with and read to children every day. This helps to improve their vocabulary and communication skills. Staff create a nurturing environment where children feel safe, happy and eager to learn. Children take part in activities that encourage

sharing, taking turns and listening. The close collaboration between the pre-school and the Reception Year prepares children very well for success in Year 1 and beyond.

The school has a highly consistent approach to behaviour. As soon as children join the pre-school, they learn routines and rules for politeness and listening to adults. Staff reinforce this approach every day throughout the school. Staff model respectful interactions. This helps to create a safe, inclusive atmosphere. Low-level disruptions to lessons are very rare. This gives teachers more time to notice and celebrate kindness and hard work. The school's commitment to these high standards benefits every child. This includes those who may need a quieter setting to feel comfortable and focused.

The curriculum provides opportunities for pupils to connect with their cultural heritage. They learn to appreciate many diverse traditions from around the world. For example, pupils learn both traditional English hymns such as 'Once in Royal David's City' and popular global songs such as 'Feliz Navidad'. Charity visits from local professionals, such as police officers and healthcare workers, teach pupils the importance of giving back and understanding community roles. The school ensures pupils learn how to keep safe and be healthy. Pupils also learn about social responsibility and community awareness in a range of lessons and assemblies.

The school is rightly proud of its ability to support and develop new teachers and future school leaders. Trust leaders, school leaders and school staff are all committed to bringing the school's vision to fruition. Staff feel supported. The school shares its best practice willingly and welcomes support and challenge. The trust's systems of support provide ways for school staff to feel and be part of something bigger.

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	145975
Local authority	Norfolk
Inspection number	10318643
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	Board of trustees
Chair of trust	Fred Corbett
CEO of the trust	Richard Cranmer
Headteacher	Moira Croskell
Website	www.dickleburgh.stbenets.org
Date of previous inspection	Not previously inspected

Information about this school

- The school runs a before- and after-school club.
- The school does not make use of alternative provision.
- The school is part of the Diocese of Norwich. Its most recent section 48 inspection took place in February 2019. The next section 48 inspection will be in eight years of this date.

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 carried out deep dives in these subjects: early reading, mathematics and Spanish. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with staff, spoke with some pupils about their learning and looked at samples of pupils' work. The lead inspector also discussed the curriculum in some other subjects.
- Inspectors observed pupils' behaviour during breaktimes and in lessons.
- The lead inspector held meetings with the chief executive officer, the deputy chief executive officer, the chair of the board of trustees, a trustee and two members of the local governing committee.
- 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 scrutinised a wide range of documents, including leaders' evaluation of the school.
- Inspectors spoke with a range of staff and pupils during the inspection. The lead inspector considered responses made by parents to Ofsted Parent View, including free-text responses. The lead inspector also considered responses to Ofsted's staff survey.

Inspection team

Hannah Stoten, lead inspector

His Majesty's Inspector

Benjamin Axon

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024