

Inspection of Alpington and Bergh Apton Church of England Voluntary Aided Primary School

Wheel Road, Alpington, Norwich, Norfolk NR14 7NH

Inspection dates:	14 and 15 January 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since July 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils thrive in this school's aspirational culture, feeling happy and enthusiastic in their work. Pupils understand the high expectations the school has of them. They live by the school's motto, 'Let Every Light Shine', working together to create a supportive learning environment. Pupils know teachers are always available to help. Pupils, including those with special educational needs and/or disabilities (SEND), succeed exceptionally well with extra support and help when needed. Many pupils achieve the high standards expected of them.

Pupils are polite and respectful. They develop a strong sense of responsibility and pride in their community. Older pupils support younger pupils as part of their 'Alpington family'. Pupils contribute positively to the life of the school and local area. They sensibly lead lunchtime clubs and raise awareness of local issues, such as campaigning about anti-bullying and creating posters about road safety.

'Alpington Parliament' provides a platform for pupils to learn about democracy and make decisions that contribute to improving the school. This develops pupils' sense of self-belief and fosters confidence as they discuss and debate their ideas. Pupils celebrate difference and individuality. They learn to appreciate their local cultural heritage through visits to historical buildings and the local agricultural show.

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

The school's curriculum is broad and ambitious. It is designed so that pupils routinely integrate their learning through the topics they study. Teaching is exceptionally well organised. Teachers present new learning clearly. They ensure that this builds on what pupils have learned before. Pupils frequently revisit learning, which helps them remember more as they progress through the curriculum. Teachers consistently check pupils' understanding before moving on to new learning. They correct any misunderstandings swiftly and adapt teaching so that pupils keep up. Consequently, pupils develop confidence and achieve high standards.

Staff make sure they identify any possible barriers to learning. This results in pupils receiving timely and precise support to succeed. Pupils with SEND work well alongside their peers. They receive highly effective support that helps them develop independence and achieve well from their starting points.

Pupils achieve exceptionally well in reading. The books they read interest them and promote discussion about social and moral issues such as war and historical events. Children in the early stages of reading read books that are carefully matched to the sounds they know. This helps them become confident, fluent readers. Staff are quick to identify pupils who need extra practice to develop their reading so that they keep up.

From the early years, children get off to an excellent start. Staff focus on developing children's language and expanding their vocabulary. Children access a range of interesting equipment. This is organised so that children practise what they have been learning. For

example, they apply their knowledge of letters and sounds to write cards and labels. Children develop excellent social skills. They cooperate on tasks such as making obstacle courses and carrying large planks and crates safely. Staff teach children to understand and express their feelings. They ensure that children learn to keep healthy. Initiatives like 'hydration hippo' help children remember to drink plenty of water.

Pupils' conduct is exemplary. Fallings-out are rare because pupils are polite and have a strong sense of friendship. Pupils know the school deals with any concerns promptly, which prevents issues from spreading. Pupils appreciate the friendship garden as a place to reflect on their feelings. Effective nurture support helps pupils understand their emotions and maintain positive mental health.

The school is highly successful in promoting pupils' personal development. Pupils sensibly run clubs that enhance their talents and introduce new interests like crochet and chess. Pupils' character development is exceptional. A key aspect of this is the way the school weaves its values through every lesson. This promotes pupils' independence, curiosity and thoughtfulness. Trips and visits broaden pupils' horizons. Pupils learn about different jobs and visit local high schools. This inspires them for their future. Pupils regularly discuss and debate ideas, learning to respect the opinions of others. They celebrate their similarities and differences. Pupils enjoy various sports, music and enrichment activities that develop new talents. For example, all pupils sing in the choir and learn the ukulele. This develops confidence and perseverance as they represent their school in local events.

The school is aspirational for everyone. Staff receive excellent support and training to ensure they provide a high-quality education. Staff appreciate the support they receive for their well-being and workload. Parents and carers praise the school for its positive and inclusive environment.

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	121147
Local authority	Norfolk
Inspection number	10378490
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair of governing body	Matthew Hyde
Headteacher	Rosie Welch
Website	www.alpington.norfolk.sch.uk
Dates of previous inspection	7 and 8 July 2015, under section 5 of the Education Act 2005

Information about this school

- This school is a Church of England school. The last section 48 inspection took place in November 2019. The next section 48 inspection should take place within eight years of this inspection.
- The school does not currently make use of 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.
- The inspectors met with the headteacher, assistant headteachers, relevant subject leaders, representatives from the school's governing body including the chair and the vice chair, and spoke to a representative of the local authority.
- Inspectors carried out deep dives into these subjects: reading, mathematics, history and computing. 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.
- Inspectors also discussed the curriculum in some other subjects.
- 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 inspectors took account of the responses to the online survey, Ofsted Parent View, including the free-text responses. They also considered the responses to the Ofsted staff survey.

Inspection team

Mireille MacRaid, lead inspector

His Majesty's Inspector

Becky Quinn

Ofsted Inspector

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