



Cobholm Primary Academy

Address: Mill Road, Cobholm, Great Yarmouth, Norfolk, NR31 0BA

Unique reference number (URN): 141359

Inspection report: 3 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders are rigorous in their approach to promoting high attendance. They identify concerns quickly and act to remove barriers. Leaders' work is embedded across the school and helps pupils attend regularly. Staff work closely with families and offer support when needed. Pupils understand the importance of coming to school every day. They know they should arrive on time and be ready to learn.

Pupils behave well across the school. Early morning routines are embedded, and pupils enter calmly. They organise themselves with growing independence. Staff support pupils who need extra help to settle. Classrooms remain calm and purposeful. Pupils understand expectations and follow routines with confidence. Breaktimes are active and safe. Pupils play well together and understand how to behave safely. They explain what bullying means and say staff act quickly when concerns arise. Leaders and staff know pupils well and adapt support for specific behaviour needs. Occasionally, some pupils need space to manage their behaviour. Staff guide them with care and compassion when this happens.

Pupils show positive attitudes to learning. They recognise their emotions and use daily check-ins to share how they feel. Staff respond quickly and offer clear guidance. Pupils say this helps them get on well at school.

Curriculum and teaching

Strong standard ●

Leaders have a clear and accurate understanding of the curriculum and teaching. They work hard to provide the best education for every pupil. Their determination helps them act quickly and effectively, even when only small improvements are needed.

The curriculum is well established. It is carefully sequenced and ambitious. It ensures pupils learn the knowledge they need for the future. Leaders place a strong focus on helping pupils understand words, phrases and how to communicate accurately. This is because many pupils join the school with gaps in these areas. Reading is a core priority. Staff deliver the phonics programme well. Books match the sounds pupils know. Staff give extra help when pupils need to catch up. This help is effective.

Teachers have strong subject knowledge. Training themes always link to the latest school curriculum priorities. Teachers use checks adeptly to understand what pupils know and can remember. Teaching approaches are then adjusted when required. This helps pupils secure the key skills in reading, writing and mathematics.

Leaders and staff know pupils' needs well. As a result, they consistently adapt teaching and implement reasonable adjustments for disadvantaged pupils and pupils with special educational needs and/or disabilities when required. These approaches help all pupils access the curriculum and progress well from their various starting points.

Early years

Strong standard 

In the early years, children settle quickly each morning. They enter class calmly and start their tasks with confidence. Staff welcome children warmly and build trusting relationships. Routines are consistently embedded. This helps children feel safe and ready to learn.

The early years curriculum is ambitious, broad and well sequenced. Staff plan activities that match children's interests and next steps. They understand child development and use assessment well to help identify any gaps. Staff adapt provision so children, including those with special educational needs and/or disabilities and those who are disadvantaged, progress very well across the curriculum from their various starting points.

Communication and language sit at the centre of the curriculum. Staff model vocabulary, extend children's thinking and use high-quality interactions. These consistent approaches strengthen children's spoken language. Staff place a high focus on teaching children to read. Phonics is taught systematically at the start of the Reception Year. Children enjoy stories, rhymes and songs. This helps develop a love of reading.

Children grow in confidence, independence and resilience. They are very well prepared for Year 1 because knowledge builds securely over time. Strong partnerships with parents and carers further support children's learning at home.

Inclusion

Strong standard 

Leaders have established systems that quickly identify pupils' needs and any barriers to learning. Staff use their training well and spot concerns early. Assessment systems give staff detailed information about each pupil. As a result, leaders have a clear overview of every pupil, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND).

Leaders reduce any barriers to learning by making sure pupils receive the effective support they need. Staff do this extremely well. They offer a wide range of appropriate adaptations to learning and make reasonable adjustments, for example by providing a calm space during the day to some pupils if they are feeling dysregulated. These actions enable pupils to access learning and take part in all opportunities. Staff provide effective pastoral support as soon as a pupil needs it. Leaders respond quickly so pupils receive timely help.

Leaders work relentlessly to help pupils catch up quickly when they have gaps in learning. They recognise the need to start this work early. This support helps pupils make progress across a range of subjects. Leaders use extra funding effectively. They ensure disadvantaged pupils and those pupils with SEND receive the effective support and care they need.

Leadership and governance

Strong standard 

Leaders have a strong understanding of the school's context, strengths and priorities for improvement. They always consider pupils' needs when changes are required. For example,

leaders cleared corridors of furniture to create calmer spaces as pupils move around the school. This approach has had a positive impact on pupils' behaviour and wellbeing.

The school community is diverse. Leaders place a high focus on equity and inclusion. Policies and procedures are well embedded. Staff understand the importance of every pupil achieving as well as they can. The academy committee plays a key role between the local community and the school. For example, after reviewing community feedback, the committee supported the school in organising a range of community-based events.

Leaders maintain high expectations and model professionalism. Staff share these expectations because they trust leaders and feel valued. The programme of professional learning for staff is regular, meaningful and evidence informed. The trust provides specialist training in key subjects. Leaders ensure early career teachers and experienced staff receive sustained development and support that match their needs. Staff say that training strengthens their confidence and improves practice.

The trust fulfils its statutory duties diligently and holds leaders to account effectively. Trustees are informed about safeguarding, equality and compliance matters and ensure systems remain effective. Workload and staff wellbeing are reviewed regularly. Staff surveys and check-ins identify potential pressures. The trust provides a wide range of effective support when staff need it.

Personal development and wellbeing

Strong standard ●

Leaders place a strong focus on broadening pupils' horizons and raising their aspirations. They encourage pupils to look beyond Great Yarmouth but also help them feel proud of their local community. Visits follow a clear plan. Pupils keep a record of each experience in their 'Cobholm passport'. They enjoy and remember these opportunities. For example, pupils are proud to sing at Great Yarmouth Minster and to take part in sporting and cultural events. These activities build their confidence, self-esteem and character. Leaders enrich the programme with visits and visitors, including from the local police and community groups. These experiences help pupils develop safety skills, including those when using the internet, understand responsibility and appreciate cultural diversity.

Leaders review and adapt the personal development programme regularly to meet the needs of all pupils. They understand these needs well. Leaders ensure effective support is available from the moment pupils arrive. For example, every child receives toast each morning. This routine helps pupils start the day ready to learn. The package is broad and matches pupils' needs well. The personal, social and health education programme helps pupils reflect on their beliefs, understand right and wrong and think about their future aspirations. The 'dreams and goals' unit supports pupils who may face barriers linked to their life experiences or circumstances.

The school's core values, celebrating difference and valuing diversity, are part of daily life. Pupils speak confidently about equality, relationships and identity. They say it is 'okay to be different' and explain this through reflective discussions. Pupils show a strong understanding of fundamental British values through respectful behaviour and thoughtful debate.

Expected standard

Achievement

Expected standard

Pupils typically progress securely as they move through the school. Pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils achieve particularly well. Leaders design the curriculum so pupils learn the knowledge they need. Staff address gaps in pupils' knowledge through effective support and targeted interventions.

Current pupils are learning the core skills in reading, writing and mathematics soundly. This starts in the early years. Pupils then build on this knowledge effectively over time.

Published outcomes have improved in recent years. Disadvantaged pupils and those with SEND progress rapidly from their various starting points. As a result, gaps between disadvantaged pupils and non-disadvantaged pupils are closing.

Leaders prepare pupils well for secondary school. Throughout pupils' time here, most grow in confidence and develop positive qualities such as resilience and independence. These qualities, alongside their academic progress, equip pupils well for their futures.

What it's like to be a pupil at this school

Pupils enjoy attending the school, which is situated in the heart of its community. Pupils typically feel safe and happy. Staff understand each pupil's needs well and greet pupils warmly each morning. This helps pupils settle into calm routines and begin the day ready to learn. Pupils are punctual and enjoy early morning activities. Some pupils attend the breakfast club, which gives them a positive and nourishing start to the day. Pupils of different ages sit together, chat and share activities. Older pupils support younger pupils well.

Pupils enjoy their learning and talk confidently about subjects such as mathematics, English and science. Staff adapt learning skilfully so pupils build on what they already know. This prepares pupils well for the next stage of their education. Pupils with special educational needs and/or disabilities and disadvantaged pupils progress well from their starting points. Staff remove barriers quickly and provide effective support. Personalised support plans guide teaching and help pupils to learn the full curriculum. Children in the early years make a positive start because activities are inspiring and well matched to their needs.

Pupils feel they belong in the school community. Relationships are warm and respectful. Pupils play well together and include others. They take part in experiences that extend learning beyond the classroom. For example, the 'Cobholm passport' records trips and enrichment opportunities pupils access during their time at the school. Pupil leadership roles and carefully designed approaches to resolve conflict help pupils develop confidence, character and leadership skills.

Pupils consistently behave well. Classrooms and shared spaces are calm and purposeful. Daily emotional check-ins help staff understand pupils' feelings. Staff teach pupils how to manage emotions and offer help when needed. Bullying is rare, and staff act quickly when

concerns arise. Pupils show confidence, resilience and ambition. They are ready for life in modern Britain.

Next steps

- Leaders should continue to focus on raising pupil outcomes by the end of key stage 2 so that they are closer to the national averages.
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About this inspection

This school is part of Inspiration Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Gareth Stevens, and overseen by a board of trustees, chaired by Lord Theodore Agnew.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school leaders, including the headteacher, pupils, parents and carers. They also spoke with representatives of the trust, including the CEO and trustees during the inspection.

The inspectors confirmed the following information about the school:

The school does not currently use alternative provision.

Headteacher: Danielle Sargeant

Lead inspector:

Benjamin Axon, His Majesty's Inspector

Team inspectors:

Jo Nutbeam, Ofsted Inspector

Tracy Walker, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 February 2026

School and pupil context

Total pupils

187

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

262

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

50.27%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.88%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

8.02%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	61%	Below
2024/25 (revised)	59%	62%	Close to average
2023/24 (final)	33%	61%	Below
2022/23 (final)	45%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	74%	Below
2024/25 (revised)	64%	75%	Below
2023/24 (final)	56%	74%	Below
2022/23 (final)	55%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	72%	Below
2024/25 (revised)	73%	72%	Close to average
2023/24 (final)	50%	72%	Below
2022/23 (final)	60%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	73%	Below
2024/25 (revised)	77%	74%	Close to average
2023/24 (final)	56%	73%	Below
2022/23 (final)	50%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	46%	Close to average
2024/25 (revised)	63%	47%	Above
2023/24 (final)	S	46%	S
2022/23 (final)	36%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	63%	63%	Close to average
2023/24 (final)	S	62%	S
2022/23 (final)	50%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	59%	Close to average
2024/25 (revised)	75%	59%	Above
2023/24 (final)	S	58%	S
2022/23 (final)	57%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	60%	Close to average
2024/25 (revised)	75%	61%	Above
2023/24 (final)	S	59%	S
2022/23 (final)	43%	59%	Below

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	68%	-21 pp
2024/25 (revised)	63%	69%	-7 pp
2023/24 (final)	S	67%	S
2022/23 (final)	36%	66%	-31 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25 (revised)	63%	81%	-18 pp
2023/24 (final)	S	80%	S
2022/23 (final)	50%	78%	-28 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	78%	-16 pp
2024/25 (revised)	75%	78%	-3 pp
2023/24 (final)	S	78%	S
2022/23 (final)	57%	77%	-20 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25 (revised)	75%	81%	-6 pp
2023/24 (final)	S	79%	S
2022/23 (final)	43%	79%	-36 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.8%	5.2%	Close to average
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	5.8%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	13.7%	13.3%	Close to average
2023/24 (3 term)	16.4%	14.6%	Close to average
2022/23 (3 term)	17.2%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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