

Parent Information

Please find attached bullet points of all the positive feedback the school received from Ofsted. Under the new framework there is a meeting following the inspection that the school leaders and governors attend. We are able to document what is said and share with you, as not all information can go into the report.

1. THE QUALITY OF EDUCATION

Inspectors completed 'deep dives' in Reading, Maths, Art and PE to judge the school's curriculum. This involves spending half a day on each subject interviewing leaders, visiting lessons, looking at plans, looking at work, talking to pupils and teachers.

Reading

- Reading is good, a real high priority and children learn quickly due to structured phonics program
- Culture and climate for reading is good – displays are good – well embedded initiatives such as reading cafes and 'secret reader' enrich the curriculum
- Children talk about a love of reading
- Y1 book hooks very successful
- In Reception pupils learn quickly within a supportive environment, there is a clear progression through the school and by Y2 most read well
- Pupils that fall behind, the majority catch up quickly
- Professional development has been effective and staff are experts in early Reading

Maths

- Maths is a strength of the school – leaders identified this and the evidence found supports it
- There is an ambitious curriculum, which is sequenced termly with a written rationale explaining why the school sequenced learning in this way
- End of term assessments are very effectively used to adjust plans for the following term and make sure it is tailored to pupils' needs
- Children are enthusiastic, they know what they are learning and why
- Vibrant environments are conducive to learning – In Reception numbers are inside and outside making it seamless
- All adults talk about Maths right across the school, inside and outside
- Children are exposed to high level language early on in an age appropriate way
- By Y2 children are engaged in problem solving and developing their conceptual awareness, work becomes more independent and unsupported over time, in line with national curriculum expectations
- Pupils could talk about work they did last week as well as last term. They can see the purpose of the learning and remember more over time
- Teachers spoke positively about professional development

PE

- Subject leader is a specialist and is knowledgeable
- Children enjoy PE, can talk about the need to warm up etc
- A new scheme of work has been introduced this year, it is still in the early stages but the quality of PE is secure.
- Children speak enthusiastically about PE

Art

- There is clear progression building on prior learning
- Art is evidenced well in displays around the school
- Really good vocabulary used across school
- The school is 'resource rich', all classes have access to a good range of materials
- Children spoke about how they enjoyed art

On day 2, the inspectors tested out Geography, History and Music to see whether this backed up their findings:

- There is a clear overview of the curriculum and good evidence on Tapestry and around the school and leaders understand what needs to be done
- Use of book hooks in Y1 is innovative
- Music starts early in Reception and children are exposed to a range of music, instruments etc
- Geography and History are similarly embedded within the school's cross-curricular approach. Teachers spend time choosing books very carefully to match national curriculum objectives, and build on prior knowledge well

Special Educational Needs and Disabilities (SEND)

- Consistent provision, inclusive and well-led, and driven by the needs of pupils
- Teachers and TAs work well together but it is about 'quality first teaching' – all teachers are teachers of SEND
- Pupils make good progress from starting points
- TAs feel supported, are well prepared and have relevant training
- Systems around SEND are well embedded, interventions are targeted and purposeful. Files and records are very well organised

Specialist Resource Base

- The specialist resource base (SRB) has some highly complex children, staff are highly skilled to give effective support
- SRB is fully inclusive, all access a broad and balanced tailored version of the national curriculum
- They work closely with parents and external agencies to ensure provision is correct
- A very wide range of needs but the curriculum meets all needs (this includes mainstream SEND pupils)

Grade: Good

2. BEHAVIOUR AND ATTITUDES

- Behaviour is managed well
- There are a few challenging children but the school is inclusive and has good support and procedures around this
- Where attendance falls short there are good procedures in place
- Pupils show positive attitudes and all pupils spoken to said they enjoy school
- Relationships between adults and pupils, and pupils and pupils, are strong.
- Pupils know who to go to if they have a problem
- Staff are trained appropriately in Norfolk Steps procedures

Grade: Good

3. PERSONAL DEVELOPMENT

- The school provide a wide range of opportunities for personal development
- Opportunities provided to disadvantaged pupils are strong
- Staff promote responsibility in the children from the start
- The '6 Cs' are strong all though the school – very well thought through and crafted
- There are extra-curricular clubs, school council promotes democracy, links to local charities
- Dusty the dog is an asset
- Pastoral manager provides effective support for pupils and parents
- Children say they love school, lessons are fun, teachers are kind, they love reading and challenges, and can articulate why they do challenges. They remember a lot.
- They are able to describe the journey through the school curriculum from start to finish
- They are taught about safety, healthy eating, stranger danger, bullying, safety
- They attend a range of trips, children spoke very enthusiastically about their trip to Gressenhall
- There is a nurturing feel to the school. Lunchtimes are very good – a wide range of activities, good behaviour, playing harmoniously, no-one isolated

Grade: Good

4. LEADERSHIP AND MANAGEMENT

- Teachers value professional development
- There is a strong team spirit, all staff able to justify the rationale for the curriculum
- Appreciate support of senior leadership, assessment is not onerous and leaders take account of staff wellbeing
- All know the safeguarding processes
- Governance is strong – the chair has a strategic view of where the school is going, governor monitoring is strong – checking and holding leaders to account well
- Local authority support provided has been requested and has been strong. LA were very complimentary about the school

- Safeguarding is effective. Designated Safeguarding Leads are knowledgeable, good systems are in place. DSLs will follow up concerns with social workers if they are not satisfied
- All staff know children really well and act in their best interests
- The curriculum is supporting pupils in making good decisions
- School works with parents where necessary
- Organisation and record keeping in the office is exemplary

Grade: Good

5. EARLY YEARS PROVISION

- EYFS is well led
- Staff have high expectations and the curriculum is being delivered well
- Phonics teaching is good, pupils are attentive and enthusiastic with good routines
- Very positive relationships, lots of personal development
- The environment is vibrant, with opportunities to explore, engage and develop ideas
- Staff steer learning, though it is still child-initiated
- Leaders are very brave to provide this curriculum
- Good support from adults around speech and language
- Parents are very positive around transition and provision
- From a low starting point, pupils attain in line with national average by the end of Reception
- Overall very strong provision

Grade: Good

6. OVERALL EFFECTIVENESS

Grade: Good. All key judgements are Good.