

Inspection of Antingham and Southrepps Primary School

Lower Street, Southrepps, Norwich, Norfolk NR11 8UG

Inspection dates: 9 and 10 March 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Inadequate

What is it like to attend this school?

Pupils are proud of their school. They enjoy being part of the 'Antingham family'. Pupils speak positively about their experiences. They say that everyone gets along together. Pupils say they are happy to welcome everyone to their school. Pupils are happy and safe. It is a place where 'everyone knows your name.'

Pupils enjoy warm relationships with adults, and they respond positively to high expectations. They work hard in class and try their best. They earn rewards such as star of the week and headteacher's certificates, which motivates them in their work and play.

Pupils behave well in lessons and during social times. They understand the school rules. Pupils have created class charters to make clear how everyone should treat one another. Where any problems occur, leaders have clear systems to support the few pupils who struggle to manage their behaviour. Pupils say bullying is rare. They are confident that staff deal quickly with any concerns.

Pupils enjoy developing their leadership responsibilities. As play buddies or reading ambassadors, they are keen to help peers, including younger pupils. Weekly bushcraft lessons are eagerly anticipated. Pupils learn about their wider responsibilities for keeping safe and looking after their local area.

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

Leaders, supported by the trust, have greatly improved the school. A team approach contributes well to the school's work. Staff are well supported to carry out their roles effectively.

Leaders have planned a detailed and carefully sequenced curriculum. It clarifies exactly what pupils should learn in each subject. Curriculum plans start from the time children enter the Nursery through to Year 6. Pupils build their knowledge step by step. For example, children in the early years used their knowledge of dinosaurs to discuss whether creatures were extinct or existed today.

In a few subjects, such as history, subject plans are in the early stages of being delivered. Leaders' intentions are not yet fully realised. Some pupils do not have opportunities to apply what they know. This means that they are not becoming expert in all the subjects they are learning.

Leaders check how pupils are faring in the curriculum. This means that leaders know the strengths and weaknesses of the curriculum. Teachers also check on what pupils know and can do. They ask questions and probe what pupils already know. Teachers tackle gaps in pupils' knowledge to build their understanding securely. In

mathematics, for example, pupils receive extra practise to help them understand how to use equivalence to solve problems using decimals.

Pupils with special educational needs and/or disabilities (SEND) receive guided support from well-trained staff. Individual targets on pupils' learning plans identify small, achievable steps. Teachers understand how to use these to change their plans to meet pupils' additional needs. Pupils with SEND build their knowledge, helping them to do more over time.

Leaders ensure that learning to read is a high priority. Staff's pedagogical practice for teaching phonics is secure. Pupils quickly learn the sounds they need to read confidently. Pupils who need to catch up receive effective extra help. Pupils enjoy reading books and listening to stories. Teachers choose books from a list of selected texts so that pupils read a wide range of texts throughout the year.

Pupils are attentive in class and readily support one another in their work. Pupils willingly share their ideas for learning and debate opinions sensibly. Leaders have a well-planned and thoughtful approach to pupils' personal development. Pupils talk knowledgeably about diversity and the importance of equality. For example, each class is named after an important international leader. Pupils' research of these characters has helped to promote a deeper understanding of different cultures and faiths.

Some parents have mixed views about decisions made by leaders regarding new class arrangements. They do not understand how the needs of pupils of different ages can be met within a single class. Leaders have not fully communicated how the curriculum is planned to support pupils' achievement.

Trustees, together with governors, know the school well. They hold leaders to account for the success of pupils who attend the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders place high importance on safeguarding. Staff are well trained and regularly briefed about safeguarding matters. Staff are alert to any concerns regarding pupils' welfare. They use the school's safeguarding systems to record their concerns in detail. Leaders act in the best interests of pupils to ensure that they receive the help they need to keep safe.

Pupils understand how to keep themselves safe, both in and out of school. They learn about internet safety so that they are aware of the dangers when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few aspects of the curriculum are in the earlier stages of implementation. As a result, pupils do not build a deep understanding to become more expert in everything they are learning. Leaders should ensure that teachers understand how to deliver the content of their plans to secure pupils' understanding across all subjects.
- Some parents are not clear about how the curriculum is meeting the needs of all pupils in classes with mixed ages. They do not understand the reasoning and intent behind why classes are structured in this way. As a result, they are not confident that pupils are making progress in their learning. Leaders should continue to build on the work they have started so that parents have a stronger confidence in the progress their child is making through the curriculum.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141226
Local authority	Norfolk
Inspection number	10259727
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	Board of trustees
Chair of trust	Natasha Hutcheson
Headteacher	Miles Elcock
Website	www.antinghamouthrepps.co.uk
Date of previous inspection	6 and 7 July 2022, under section 8 of the Education Act 2005

Information about this school

- The school became a member of the Synergy Multi-Academy Trust in September 2021.
- The new headteacher took up post in April 2022.
- The school runs a breakfast club. Another provider runs an after-school club.
- The school makes use of one registered alternative provider.

Information about this inspection

In accordance with section 13(4) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in early reading, mathematics, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with the headteacher and the leaders of excellence. The lead inspector met with the CEO of the trust, the executive primary headteacher of the trust and three members of the local governing board.
- Inspectors reviewed a range of documents. These included the employment checks undertaken when staff are appointed, the school development plan and the school's evaluation of its own performance.
- Inspectors considered 13 responses to Ofsted's online survey, Parent View, as well as 9 free-text comments. Inspectors met parents informally as they arrived at the start of the school day.
- Inspectors took account of the views of staff and pupils. They reviewed 14 responses to the staff questionnaire. There were no responses to the pupil survey. Inspectors spoke to pupils during lessons and breaktimes.

Inspection team

Steve Mellors, lead inspector

His Majesty's Inspector

Hannah Stoten

His Majesty's 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 2023