

Inspection of Norwich Primary Academy

Clarkson Road, Norwich, Norfolk NR5 8ED

Inspection dates: 26–27 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this school?

Norwich Primary Academy is a school where pupils learn well. Pupils have a curriculum that helps them to learn more and remember more. Pupils talk enthusiastically and confidently about their learning.

Leaders set high expectations of pupils' behaviour. Pupils understand, and mostly follow, those expectations. Those who find school more challenging recognise why rules are in place. Disruption in lessons is rare. Pupils say they are safe and well looked after at school. Parents and staff who spoke to us agree. Bullying is rare. Pupils trust teachers and say that any concerns they have are dealt with appropriately by adults in the school.

All pupils have access to a wide range of activities at lunchtimes, before school and after school. In this close-knit community, pupils know about different cultures. They learn about equality and they show respect towards each other. Leaders want all pupils to aspire and appreciate opportunities open to them in the community and in the wider world. Pupils are spirited, enthusiastic and polite. Pupils, including those who are disadvantaged, develop into confident and resilient individuals, and leave school ready for the next stage in their education.

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

Leaders and staff know what their pupils need to know and need to be able to do by the time they leave. Leaders' curriculum focuses on helping pupils to read well, build knowledge and have meaningful experiences. Many pupils enter the school having had little access to books or a rich language. In Reception, children are introduced to exciting books and a wide range of vocabulary. This continues throughout the school. The 'NPA 100 books' have been carefully selected and inspire pupils to love reading. Pupils are enthusiastic about their favourite authors. They can comment critically about the style and content of authors' work. They value the opportunities they have had to meet and gain an insight into the lives of local authors.

The teaching of phonics ensures that pupils learn to read well and catch up quickly if needed. Phonics teaching is well structured and learning is checked daily. Teaching is adapted to make sure that pupils learn the sounds they need to by the end of each stage. Pupils' reading skills have improved significantly over the last year. The positive impact of the reading curriculum is being seen for current pupils in the school.

Teachers are skilled at helping pupils to make connections to previous learning. This deepens pupils' knowledge and understanding. In reading lessons, pupils are able to make links to previous learning in history, geography and grammar. Pupils are able to decipher the meaning of words by using their knowledge of 'root words'. As a result, pupils enjoy their reading because they develop good contextual understanding. The presentation of pupils' writing varies across subjects and year

groups, but pupils are able to apply their phonics skills to extended writing activities. In some subjects, skills for the subjects are not yet embedded. For example, pupils do not understand the meaning of primary and secondary sources.

The teaching of vocabulary and knowledge is well sequenced across all subjects. Most teachers implement plans well. Where this is not as strong, leaders are taking appropriate actions to address the weaknesses. In mathematics, teachers focus on developing pupils' confidence and understanding of number. Pupils currently have fewer opportunities to apply mathematical skills to problem-solving and reasoning tasks.

Pupils with special educational needs and/or disabilities are very effectively supported. They have access to a full curriculum. They develop confidence and independence alongside their friends. When they are finding it difficult to cope, the pupils have special help from staff who give them the time and support that they need.

Children in Reception learn well from their starting points. They quickly settle to routines. They enjoy learning through carefully planned lessons. Reception teachers identify what children need to know and do early on. They plan appropriate activities to help them grow in confidence.

All leaders share a strong vision to provide pupils with a rich and ambitious curriculum. Staff work with curriculum specialists to develop their own subject knowledge. This has improved teaching and learning in reading, writing and mathematics.

Safeguarding

The arrangements for safeguarding are effective.

Leaders carry out the required employment checks on all adults who work with children at the school. Staff know pupils and families well. Leaders liaise effectively with other professionals to make sure that pupils get the right support when they need it. Since the new principal has arrived, attendance has improved, and exclusions have significantly reduced. The pastoral team are highly skilled and trained to help pupils regulate their behaviour. Most pupils attend well.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils are not able to make links to the content that they have been taught in previous year groups. Leaders need to make sure that all pupils build successfully on, and deepen, their knowledge and understanding over time.
- The presentation of pupils' writing varies too much across year groups. This is particularly the case in subjects other than English and mathematics. Leaders

need to ensure that all teachers demonstrate high expectations in the quality of writing and presentation in all pupils' work.

- The teaching and learning of skills are not as embedded in subjects such as history and geography, as they are in English. Leaders need to ensure that pupils are learning the skills and building logically on them across year groups.
- In some year groups, pupils have few opportunities to practise the skills they need to address the gaps identified in their understanding of number, such as solving problems and reasoning. Leaders should ensure that pupils have time and opportunities to practise the skills so that they can apply their knowledge of number to practical tasks.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

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	139929
Local authority	Norfolk
Inspection number	10084172
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	308
Appropriate authority	Board of trustees
Chair of trust	David Tibble
Principal	Rebecca Handley-Kirk
Website	www.inspirationtrust.org/norwichprimary
Date of previous inspection	July 2013

Information about this school

- The new principal has been in post since September 2019.
- Over half of the pupils are known to be disadvantaged.
- The proportions of pupils with special educational needs support or education, health and care plans are above the national average.

Information about this inspection

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

- During the inspection, we met with the principal, both vice principals, the special educational needs coordinator and teachers from all year groups. We also spoke to several groups of pupils to talk about their learning across the curriculum. We met with two members of the local governing body, and the chief executive from the Inspiration Trust.
- We did deep dives in these subjects: reading, writing, mathematics, geography and history. We spoke to leaders of the subjects, visited lessons, spoke with pupils and teachers, and carried out work scrutinies to understand the quality of education.

- We looked at the school's systems and processes for checking adults' suitability to work with children. We spoke with teachers, pupils and parents to check safeguarding arrangements.
- We considered the 46 parent responses to Ofsted's online Parent View, the 18 responses to the free-text survey, the 34 responses to the staff survey and the 25 responses to the pupil survey. An inspector spoke with parents on the playground at the beginning of the day.

Inspection team

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