

# Bungay Primary School

**Address:** Wingfield Street, NR35 1HA

**Unique reference number (URN):** 144443

## Inspection report: 6 January 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 ●

### Personal development and wellbeing

Strong standard ●

Leaders prioritise pupils' emotional wellbeing and readiness to learn. Parents and carers feel confident sharing worries with the school because staff build strong, trusting relationships. They appreciate the honest conversations that keep their children's needs at the centre. Staff care deeply about pupils' wellbeing and personal development.

Leaders and staff know pupils well. They are systematic in anticipating and identifying groups that might need additional pastoral support, be that on a day-to-day level or considering aspects of the personal, health, social and economic curriculum that may be challenging for individuals. They swiftly identify individuals and groups who need pastoral support and act quickly to remove barriers. Pupils learn strategies to cope when they are finding things hard. Leaders ensure the personal development programme is ambitious and integrated across subjects. Pupils talk confidently about what they have learned. Visits and trips, both local and further afield, broaden pupils' experiences and raise their aspirations.

Pupils respect and celebrate their community. They communicate clearly and behave courteously. They learn to understand and manage their emotions and show tolerance, empathy and respect for others including those from different cultures and faiths. They learn about fundamental British values in meaningful ways. Staff encourage pupils to contribute to their community through events and charitable activities.

The school's relationships and sex education (RSE) and health education programme curriculum teaches pupils how to stay safe online and in the community, and develops their understanding of healthy relationships. Pupils take on a wide range of responsibilities that build their confidence and sense of worth. Leaders monitor clubs and opportunities closely to ensure that all pupils can take part. They adjust timings and provide funding where needed to increase participation. Every pupil at Bungay has a voice and an opportunity to represent the school. They do so with great pride.

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## Expected standard ●

### Attendance and behaviour

Expected standard ●

Attendance is improving because leaders monitor pupils' attendance and punctuality closely. They work effectively with families to understand the reasons for absence and to provide appropriate support and challenge. Leaders' systems and procedures are increasingly effective. This is leading to improvements. Staff and pupils notice quickly when someone is not in school. The number of pupils who are persistently absent has reduced as a result of leaders' determined work, including home visits. School newsletters and assemblies reinforce the importance of regular attendance.

Pupils behave well. The school is calm and orderly. Pupils conduct themselves sensibly in lessons and around the school. They understand and apply the school's expectations to be 'ready, respectful and safe'. Adults model positive relationships. Pupils recognise that their

emotional wellbeing and readiness to learn are essential for their success and know there is support available if this is not the case. Playtimes and lunchtimes are positive and enjoyable. Snowfall provides pupils with a purposeful opportunity to explore and play safely. If and when bullying occurs, staff address problems promptly and provide appropriate support to the pupils involved. Pupils are kind and support one another in this friendly and welcoming school.

## Curriculum and teaching

Expected standard 

There is a well-planned, broad and cohesive curriculum. Leaders have thought carefully about the sequencing of the curriculum and how pupils' knowledge builds over time. There are opportunities for children to revisit and build on prior learning. As a result of their monitoring of the impact of the curriculum, leaders have made changes. This includes implementing a new phonics programme. All staff have received training to teach this. Leaders have also adapted the mathematics curriculum to address gaps in pupils' arithmetic skills. Targeted support to help pupils catch up are implemented effectively. These changes, alongside the school's focus on pupils' oracy skills, are ensuring that pupils secure the foundations they need to make progress in reading, writing and mathematics.

Leaders have worked closely with staff to ensure they have the knowledge and skills to implement and teach the curriculum. Typically, the curriculum is taught well. Staff know their pupils well and carefully consider the adaptations required to help pupils be successful when new content is introduced. Pupils with special educational needs and/or disabilities and disadvantaged pupils receive the support they need to make progress alongside their peers. Despite this, some variation remains in how staff teach the curriculum in some subjects. Sometimes, pupils' misconceptions are not identified quickly enough, resulting in them repeating errors. This hampers the progress that some pupils make in these subjects.

## Early years

Expected standard 

In the early years, children play and learn well together. There are positive, nurturing relationships. Staff encourage children to try new experiences, such as touching an African snail, which helps them overcome their fears. The curriculum provides regular opportunities for children to explore new ideas while revisiting key learning so that they develop secure understanding. Staff provide encouragement to children who prefer familiar activities and who need further support to access the full range of provision. This enables children to become more adventurous.

Staff help children build their confidence. They follow routines well because staff offer timely reminders and support. Children speak confidently with adults and peers. Staff model accurate language and sentence structures and give targeted support to improve pupils' oracy and speech. Book corners promote a love of reading. Regular library visits, storytelling and book talk broaden children's vocabulary and deepen their enjoyment of reading. Children in Reception enjoy phonics lessons. Staff teach the programme consistently. They check for gaps and address these by providing additional practice and support. The school works closely with parents and carers so children receive consistent help at home and in

school. This ensures that children are ready for their transition into Year 1 and an increasing proportion achieve a good level of development by the end of Reception.

## **Inclusion**

**Expected standard** 

There are clear systems for identifying the needs of pupils, including those who join the school at different times during the year. This involves induction, regular checks on progress and consultation with staff, families, pupils and external agencies. The school identifies and tracks the progress of all pupils including pupils with special educational needs and/or disabilities, or disadvantaged pupils and those known to social care. Leaders and staff ensure that support and plans are implemented successfully.

Staff know pupils well. They receive training to teach and adapt the curriculum. Leaders check the impact of support on outcomes for individual pupils and make appropriate changes to provision. They are starting to use this information more strategically to plan provision across the school.

The provision in the special educational needs unit is developing well, although it is only open for a short time. Oversight and partnership working ensure the academic, pastoral and emotional needs of pupils joining the class are met. The school SENCo and inclusion team have high expectations and work closely with staff to help them to plan, implement and review support.

The funding received, including pupil premium funding, is used to target gaps in pupils' knowledge and understanding. This helps pupils to make progress from their starting points, enabling support and access to the full curriculum and school offer.

## **Leadership and governance**

**Expected standard** 

Leaders know the school well. They have appropriate plans to further improve provision and make decisions in the best interests of pupils. Leaders make sure pupils are safe, well cared for and have what they need to succeed. They have taken appropriate steps to improve pupils' achievement. They have provided training for staff to make the changes needed to improve the curriculum. Leaders are responsive to local need, for example opening a special educational needs unit.

Relationships between pupils and staff are positive. This creates a purposeful learning environment. Staff speak highly of the support leaders give them. Staff and pupils' wellbeing is a high priority. As a result, the school is a happy place. Leaders provide staff with the time needed to develop their skills and responsibilities. Clear routines and systems are developing which guide and help staff improve their teaching. Leaders provide staff with opportunities to work with other schools in the trust, share effective practice and develop their expertise.

The local governing body is committed to the school and its role in the community. Together with the trust, they work closely with leaders to provide support and challenge, while ensuring the school is at the heart of the community. Parents and carers are extremely

positive. They value the way leaders ensure children are happy, safe and well cared for and the positive relationships developed between home, school and the wider community.

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## Needs attention ●

### Achievement

Needs attention ●

Over time, pupils have not achieved as well as they could in national curriculum tests. Their attainment and progress have been inconsistent. Leaders have taken appropriate steps to raise pupils' achievement and to strengthen the quality and expectations of the curriculum. There are positive signs that leaders' actions are now improving attainment and progress in English and mathematics. There are high expectations for pupils. Work in books shows pupils are making secure progress across the curriculum from their starting points. Staff address barriers and gaps in pupils' knowledge and understanding. As a result, pupils are now developing a secure understanding of the curriculum content and know and remember more about their learning across subjects.

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

Pupils are proud members of their school and local community. They are happy, safe and know they can talk to an adult if they have a worry or concern. Adults know pupils well. Pupils form positive, respectful relationships with staff and one another. They consistently apply the school expectations of being 'ready, respectful and safe'. Bullying is extremely rare. When concerns arise, staff act promptly and provide the support pupils need.

Pupils enjoy learning and speak confidently about their work. The curriculum is broad, well planned and carefully sequenced so that pupils build on what they already know. It reflects the school's context and includes opportunities to learn from community experts, such as artists and writers. Leaders check learning effectively. They ensure that pupils, including those who are disadvantaged, those with special educational needs and/or disabilities and those facing other barriers, receive support that enables them to make progress across the curriculum from their starting points. As a result, pupils know and remember more over time.

Pupils value the wide range of opportunities available beyond the academic curriculum. They take part in visits, events and experiences that broaden their understanding of the world and raise their aspirations. All pupils contribute to school life, for example through leadership roles, representing the school, and participating in community projects. Pupil voice is influential, and pupils' ideas have led to tangible changes, such as improvements to school dinners that resulted in a national award.

Although pupils' achievement over time has been below national outcomes, gaps in knowledge are closing and progress and achievement are improving. Pupils' ability to recall and remember the important content of the curriculum is improving and an increasing proportion of pupils are now on track to meet national expectations. Pupils are well prepared for the next stage of their education.

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## Next steps

- Leaders need to ensure that teachers identify and address swiftly pupils' misconceptions, so they do not repeat mistakes and develop gaps in their learning.
  - Leaders need to ensure that the curriculum is implemented consistently well so that pupils build a depth of knowledge across all subjects.
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# About this inspection

The school is part of the Asset Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jacqueline Bircham, and overseen by a board of trustees, chaired by Simon Evans-Evans.

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

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

Inspectors spoke to leaders, pupils, staff and parents and carers during the inspection.

The inspectors confirmed the following information about the school:

The school includes provision for 12 pupils in Reception and Key-stage 1 with speech, language and communication needs.

The school makes use of three alternative provisions.

Executive Headteacher: Katherine Milk

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## Lead inspector:

Oriana Dalton, His Majesty's Inspector

## Team inspectors:

Jo Nutbeam, Ofsted Inspector

Duncan Ramsey, 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 6 January 2026

# School and pupil context

## Total pupils

**214**

Close to 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

**270**

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)

**39.15%**

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

**4.21%**

Close to 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

**16.36%**

Close to average

**What does this mean?**

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

National average: 15%

**Location deprivation**

**Close to 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)**

**SEN unit**

**What does this mean?**

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

**Type of specialist provision (if applicable)**

**SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder**

**What does this mean?**

The type of Special Educational Needs provision provided at the school (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 | 38%         | 61%              | Below                          |

| Year    | This school | National average | Compared with national average |
|---------|-------------|------------------|--------------------------------|
| 2024/25 | 36%         | 62%              | Below                          |
| 2023/24 | 48%         | 61%              | Below                          |
| 2022/23 | 32%         | 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 | 57%         | 74%              | Below                          |
| 2024/25               | 56%         | 75%              | Below                          |
| 2023/24               | 70%         | 74%              | Close to average               |
| 2022/23               | 48%         | 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 | 65%         | 72%              | Below                          |
| 2024/25               | 56%         | 72%              | Below                          |
| 2023/24               | 70%         | 72%              | Close to average               |
| 2022/23               | 68%         | 71%              | Close to average               |

### 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 47%         | 73%              | <a href="#">Below</a>          |
| <b>2024/25</b>               | 36%         | 74%              | <a href="#">Below</a>          |
| <b>2023/24</b>               | 61%         | 73%              | <a href="#">Below</a>          |
| <b>2022/23</b>               | 45%         | 73%              | <a href="#">Below</a>          |

## 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 24%         | 46%              | <a href="#">Below</a>          |
| <b>2024/25</b>               | 25%         | 47%              | <a href="#">Below</a>          |
| <b>2023/24</b>               | 17%         | 46%              | <a href="#">Below</a>          |
| <b>2022/23</b>               | 27%         | 44%              | <a href="#">Below</a>          |

### 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 45%         | 62%              | <a href="#">Below</a>          |
| <b>2024/25</b>               | 50%         | 63%              | <a href="#">Below</a>          |

| Year    | This school | National average | Compared with national average |
|---------|-------------|------------------|--------------------------------|
| 2023/24 | 50%         | 62%              | Below                          |
| 2022/23 | 36%         | 60%              | Below                          |

### 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 | 55%         | 59%              | Close to average               |
| 2024/25               | 67%         | 59%              | Close to average               |
| 2023/24               | 33%         | 58%              | Below                          |
| 2022/23               | 55%         | 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 | 24%         | 60%              | Below                          |
| 2024/25               | 25%         | 61%              | Below                          |
| 2023/24               | 17%         | 59%              | Below                          |
| 2022/23               | 27%         | 59%              | Below                          |

### 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 | 24%         | 68%                              | -43 pp                  |
| 2024/25               | 25%         | 69%                              | -44 pp                  |
| 2023/24               | 17%         | 67%                              | -51 pp                  |
| 2022/23               | 27%         | 66%                              | -39 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 | 45%         | 80%                              | -35 pp                  |
| 2024/25               | 50%         | 81%                              | -31 pp                  |
| 2023/24               | 50%         | 80%                              | -30 pp                  |
| 2022/23               | 36%         | 78%                              | -42 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 | 55%         | 78%                              | -23 pp                  |
| 2024/25               | 67%         | 78%                              | -12 pp                  |
| 2023/24               | 33%         | 78%                              | -44 pp                  |
| 2022/23               | 55%         | 77%                              | -23 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 | 24%         | 80%                              | -56 pp                  |
| 2024/25               | 25%         | 81%                              | -56 pp                  |
| 2023/24               | 17%         | 79%                              | -63 pp                  |
| 2022/23               | 27%         | 79%                              | -52 pp                  |

## 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 terms) | 6.7%        | 5.2%             | Above                          |
| 2023/24           | 6.5%        | 5.5%             | Above                          |
| 2022/23           | 7.5%        | 5.9%             | Above                          |

## 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 terms) | 19.0%       | 13.3%            | Above                          |
| 2023/24           | 19.2%       | 14.6%            | Above                          |
| 2022/23           | 26.3%       | 16.2%            | Above                          |

## 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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