

Inspection of Clenchwarton Primary School

139 Main Road, Clenchwarton, King's Lynn, Norfolk PE34 4DT

Inspection dates:	22 and 23 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

The executive headteacher of this school is Joanne Borley. The school is part of the West Norfolk Academies Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Andrew Johnson, and overseen by a board of trustees, chaired by Roger Livesey.

What is it like to attend this school?

Pupils are proud to attend this inclusive and welcoming school. The school is ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils achieve well across the curriculum. They get a particularly strong start in Reception. Pupils become curious, focused learners as soon as they start school.

Warm, mutually respectful relationships permeate the school. Pupils value the high expectations that staff have for how they will behave and learn. They typically meet these expectations successfully. This makes the school a calm and purposeful place. Social times are harmonious. Pupils take care of each other and their environment. Play leaders support younger pupils to use the equipment provided and socialise in a positive way.

Pupils enjoy a wealth of experiences beyond the academic curriculum. They participate in a wide range of clubs covering sports, art and music. Pupils relish the opportunities to become junior leaders and school councillors and to represent the school in competitions. The aspirations of pupils rise through joining the 'Brilliant Club' and 'graduating' at Cambridge University. These roles give pupils confidence and recognition. Pupils benefit greatly from this provision. Every pupil is a valued part of the school community.

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

The school has worked with the wider trust to design an ambitious and well-considered curriculum. The curriculum sets out the small steps of knowledge pupils need to learn. This starts in early years and pupils build on their learning year on year.

Children make an excellent start in Reception. Adults set very high expectations of what children learn and can do as soon as they start school. This means no time is lost and children benefit from the expert teaching instruction. Children's learning is further developed through well-planned activities. Trained adults support children to extend learning and support any child who needs extra help. As a result, children develop excellent learning behaviours. They have a thirst for learning. Children achieve exceptionally well through early years and are very well prepared for Year 1.

Reading is a priority at this school. Trained staff deliver the school's chosen phonics programme well. Pupils read regularly and practise the sounds they learn. Adults check pupils' progress and give support to any pupil who needs some extra practice with their reading. This means pupils typically become fluent, confident readers. However, pupils' writing skills are not as well developed as their reading. Once pupils leave early years, the school does not set clear enough expectations around writing across the curriculum. This means that some pupils do not develop their ability to write accurately and at length. This limits their ability to communicate their learning through writing across different subjects.

Across the curriculum, trained staff teach in a clear and consistent way. Teachers introduce new knowledge clearly. They recap previous learning and connect prior learning to new content. Staff use the checks they make on pupils' understanding to routinely

identify and address any difficulties that may arise. This helps pupils develop a depth of knowledge over time. Pupils achieve well across the curriculum.

Pupils with SEND learn the same curriculum content as their peers. Where appropriate, pupils with SEND receive additional, tailored support so that they learn an adapted curriculum that meets their needs. Leaders place no limits on what pupils with SEND can do or achieve. Pupils with SEND make strong progress in their learning because of the effective teaching and support that they receive.

The school has established clear routines and expectations support pupils to behave well in class. On most occasions, pupils respond positively and follow these expectations readily. Learning typically proceeds without disruption.

The school's work to support pupils' personal development is exceptional. Pupils visit different places of worship and benefit from established links with schools in different parts of the world. They have a strong understanding of equality and diversity. Pupils' personal, social, health and economic education is a priority. They learn how to stay healthy and keep themselves safe, including online. Pupils talk confidently about different family structures and relationships. They demonstrate mature, sensitive views about real-life issues. Pupils are very well prepared for life in modern-day Britain.

Those responsible for governance know the school well. They use their experience to challenge and support leaders. Staff appreciate the school's focus on their professional development, which gives them the confidence and expertise to deliver the curriculum effectively. Parents talk positively about many aspects of the school's work, such as the warm, welcoming ethos around the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate body)

- Beyond early years, the school has not sufficiently prioritised pupils' letter formation and transcription skills. This means some pupils are not able to communicate their learning through writing in an age-appropriate way. The school should continue to consider its approach to developing writing skills so pupils learn to write with fluency, automaticity and accuracy across 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141465
Local authority	Norfolk
Inspection number	10323745
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	Board of trustees
Chair of trust	Roger Livesey
CEO of the trust	Andrew Johnson
Headteacher	Joanne Borley
Website	www.clenchwartonprimary.co.uk
Dates of previous inspection	29 and 30 March 2023, under section 8 of the Education Act 2005

Information about this school

- The school leadership team works in this school and two other schools in the West Norfolk Academies Trust.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- The inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the executive headteacher and other school leaders. They met with the CEO, the chair of trustees and other leaders from the trust. They also met with a member of the local governing body.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, religious education and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The lead inspector heard pupils read to a member of staff.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour around the school and during breaktimes.
- The inspectors considered the views of parents through responses to the online survey, Ofsted Parent View, and conversations during the inspection.
- The inspectors gathered the views of pupils and staff through Ofsted's pupil and staff surveys, as well as through discussions conducted throughout the inspection.

Inspection team

Jonny Wallace, lead inspector

His Majesty's Inspector

Julie Harrison

Ofsted Inspector

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