

# Inspection of Mattishall Primary School

Dereham Road, Mattishall, Dereham, Norfolk NR20 3AA

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Inspection dates: 1 and 2 May 2024

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| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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| Behaviour and attitudes | <b>Good</b> |
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| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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| Early years provision | <b>Good</b> |
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|---------------------------|----------------------|
| Previous inspection grade | Requires improvement |
|---------------------------|----------------------|

The headteacher of this school is Tony Chapman. This school is part of the Synergy 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 (CEO), Louise Lee, and overseen by a board of trustees, chaired by Natasha Hutcheson.

## **What is it like to attend this school?**

Pupils at Mattishall Primary are proud of their school. They are happy and know that there is always someone they can talk to if they have a worry. Pupils have a voice. They take on roles and responsibilities, such as house captains, school councillors and buddies. Pupils contribute and suggest ways that the school can improve. Leaders listen to, and act on, their suggestions.

Pupils share and understand the school vision and values. They enjoy working together, learning together and achieving together. They are eager to share and talk about their learning. A well-sequenced and ambitious curriculum inspires and develops their interests. Consequently, results are improving.

In most lessons, pupils behave well. They respond to the consistent routines and expectations. Classrooms are calm and purposeful. Breaktimes are an opportunity for pupils to socialise and play. The 'friendship squad' ensures that no-one is lonely. Pupils and adults treat each other with respect.

Pupils learn to negotiate and work collaboratively. They are confident to try new things and ask questions. Pupils develop independence and learn to self-regulate and manage their emotions. They show empathy for others.

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

The school has implemented a rigorous and progressive curriculum. Some curriculum subjects are at an earlier stage of development than others. In mathematics and reading lessons, pupils thrive because of the consistent routines and approaches that staff use. Leaders have carefully considered how best to deliver the content of the curriculum. As a result, pupils are achieving well. In some foundation subjects, staff are still exploring the best way to deliver the curriculum.

Classrooms are inclusive. Pupils with special educational needs and/or disabilities (SEND) have appropriate support in class. Staff know the children well and understand their needs. Adaptations are effective. Staff use assessment to identify gaps in pupils' understanding, provide support to pupils in overcoming barriers and plan their next steps.

The school has developed a consistent and effective approach to the teaching of early reading. Staff have the skills and expertise to deliver the programme. High-quality training, coaching and modelling ensure that all staff are teachers of reading. Pupils who fall behind have the support they need to catch up with their peers. Pupils who complete the phonics programme take part in reading for understanding lessons. In these lessons, pupils study a wide range of texts and genres. Pupils fundraise each year to add new stock to their classroom libraries. By the time they leave school, pupils have read a wide range of high-quality modern and classic texts.

Last year, leaders identified the need to strengthen areas of the writing curriculum. A new writing programme is in place. The quality of work in pupils' books demonstrates that this is having the desired impact. The high expectations established in English are not always evident when pupils record their learning in other areas of the curriculum.

The early years curriculum is well planned. The curriculum establishes the foundational knowledge, experience and vocabulary children need. Staff plan and teach vocabulary explicitly. There are many opportunities for children to practise and embed knowledge and understanding. Children are encouraged to explore their interests. The outdoor environment supports the development of children's communication, language and physical skills.

In most lessons, pupils can concentrate in the calm and productive classrooms. This helps all pupils learn well. Pupils interact positively at lunchtime. They enjoy a range of activities outside. Pupils are well supervised. They behave sensibly and socialise well with their peers. Transitions in class and movement around school are smooth. Routines and expectations are clear and consistent.

Pupils talk about how to keep themselves safe online. They show understanding of differences between people and why discrimination is wrong. Pupils understand what makes healthy and unhealthy relationships. They talk about British values and relate this to their learning in other areas, such as learning about the birth of democracy in ancient Greece. There are increasing opportunities for visitors and trips to enhance the curriculum.

Leaders have a clear and shared vision. They care deeply about the school and its community. They are ambitious for the school, its pupils and the future. The trust has invested in increased leadership capacity, support and training. There are opportunities for staff to work with other schools in the trust and share expertise. Staff have the time and capacity to embed changes to the curriculum. Staff at all stages in their careers have the support and subject knowledge they need.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some areas of the curriculum are at an early stage of implementation. The school is still deciding the best way to deliver the ambitious content of the curriculum. This means that the pupils' subject knowledge is less secure than it should be. The school needs to continue to review and agree the best approach to deliver the curriculum in these subjects so that pupils learn, remember and recall the important content.

- Pupils do not record their written work to a high standard in the foundation subjects. This means they do not explain their understanding, or practice using subject-specific vocabulary, which hinders their progress. Leaders need to ensure that the same standards expected in the core subjects are mirrored 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

|                                            |                                                                                |
|--------------------------------------------|--------------------------------------------------------------------------------|
| <b>Unique reference number</b>             | 144360                                                                         |
| <b>Local authority</b>                     | Norfolk                                                                        |
| <b>Inspection number</b>                   | 10295098                                                                       |
| <b>Type of school</b>                      | Primary                                                                        |
| <b>School category</b>                     | Academy sponsor-led                                                            |
| <b>Age range of pupils</b>                 | 4 to 11                                                                        |
| <b>Gender of pupils</b>                    | Mixed                                                                          |
| <b>Number of pupils on the school roll</b> | 175                                                                            |
| <b>Appropriate authority</b>               | Board of trustees                                                              |
| <b>Chair of trust</b>                      | Natasha Hutcheson                                                              |
| <b>CEO of the trust</b>                    | Louise Lee                                                                     |
| <b>Headteacher</b>                         | Tony Chapman                                                                   |
| <b>Website</b>                             | <a href="http://www.mattishallprimary.org.uk">www.mattishallprimary.org.uk</a> |
| <b>Dates of previous inspection</b>        | 14 and 15 September 2021, under section 5 of the Education Act 2005            |

## Information about this school

- The school is part of the Synergy Multi-Academy Trust.
- The school does not use any alternative provision for pupils.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with school leaders, the executive primary lead and the CEO of Synergy Multi-Academy Trust. They also met with members of the local governing body.

- Inspectors carried out deep dives in these subjects: reading, mathematics, history and physical education. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils and looked at samples of work. The lead inspector also listened to some pupils read to a familiar adult.
- Inspectors also discussed the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the 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 inspection team observed behaviour in lessons and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around the school.
- The inspectors considered the 80 responses and free-text comments made by parents to the online survey, Ofsted Parent View. The inspectors considered the responses to Ofsted's online survey for staff. Inspectors gathered the views of staff, pupils and parents by speaking with them during the inspection.

### **Inspection team**

Oriana Dalton, lead inspector

Ofsted Inspector

Rob Edwards

Ofsted Inspector

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