

Newton Flotman Church of England Primary Academy

Address: School Road, Newton Flotman, Norwich, Norfolk, NR15 1PR

Unique reference number (URN): 148232

Inspection report: 19 May 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.

Expected standard

Achievement

Expected standard 

Pupils typically learn the core skills they need in communication, reading, writing and mathematics. This is because leaders have ensured the curriculum provides opportunities for pupils to routinely practise and build on their previous knowledge. This starts in the early years and prepares children well for the next stage of their learning journey.

Pupils typically achieve in line with the national averages in national tests and assessments. This includes pupils' attainment at the end of key stage 2 in reading, writing and mathematics. The proportion of pupils who met the expected standard in the 2025 Year 1 phonics screening check was slightly above the national average. This shows that pupils learn the school's phonics curriculum well.

Pupils with special educational needs and/or disabilities and those who are disadvantaged achieve well from their starting points. Pupils can talk knowledgeably about their learning across the curriculum in subjects such as geography and science.

Attendance and behaviour

Expected standard 

Pupils regularly attend school each day. Overall attendance is close to the national average. Pupils are typically punctual and arrive on time. This means they are ready to learn at the start of the day. Leaders track attendance for each pupil and analyse patterns carefully. Leaders work with families and provide support and challenge when required. For example, they continually promote the importance of pupils not having term-time holidays. This targeted work is having a positive impact on reducing the number of pupils who are severely and persistently absent.

Pupils behave appropriately in lessons and around the school. They follow routines well. Learning environments are calm and purposeful. This has been a significant improvement since the previous inspection. Relationships between staff and pupils are positive. Staff consistently model expected behaviours and motivate pupils through praise and reminders. Leaders maintain a strong presence, especially at social times, which supports positive behaviour. For example, older pupils sensitively interact with younger pupils. They are responsible role models. Staff respond quickly to any incidents of bullying or poor behaviour. These are rare. As a result, pupils say they feel safe and happy in school. Occasionally, some pupils are not always fully focused in lessons. This is because leaders have not provided enough opportunities for them to develop their learning behaviours, such as curiosity and determination.

Curriculum and teaching

Expected standard 

Leaders have a secure and accurate grasp of the quality of the curriculum and teaching across the school. They use this understanding to deploy staff effectively so that pupils receive the support they need. Leaders are working closely with teachers to improve how the curriculum is delivered. These improvements are helping pupils to strengthen what they know and remember. However, the impact of this work is variable. Some pupils are not

always supported well enough to extend and deepen their learning over time, particularly in mathematics. With the support of the trust, leaders continue to help teachers build the skills that they need to deliver the curriculum consistently well.

The curriculum itself is ambitious, well structured and carefully sequenced. It provides a clear framework that enables pupils to build securely on what they already know. Leaders have identified clear end points within each subject. This helps pupils to understand how their learning progresses and what they will encounter next.

Leaders place a strong focus on developing pupils' core communication, reading, writing and mathematical skills. For example, pupils who are learning to read follow a well-structured phonics programme. Teachers implement the programme with increasing consistency. This supports pupils to become more fluent readers.

Staff support pupils with special educational needs and/or disabilities and disadvantaged pupils well in lessons. Teachers make appropriate adaptations that help remove barriers to learning. This support enables all pupils to access the curriculum successfully.

Early years

Expected standard 

Leaders show a clear commitment to the early years. They understand the provision's strengths and areas for development. Leaders place high focus on core skills in language, reading, writing and mathematics. Recent work has focused on improving children's speaking and listening skills. Leaders have drawn on training and external expertise to refine staff practice further.

Children generally settle well at the start of each day. Over time, they become more confident and independent. Staff support children's wellbeing effectively. They model positive behaviour and help children learn to share and take turns.

The curriculum is ambitious and well sequenced. It connects well with what pupils will learn in key stage 1. Staff adapt it to meet children's needs and starting points. Staff prioritise communication and language. They interact well and extend children's thinking. This supports children's social development and vocabulary.

Staff check children's learning to identify any gaps. They make appropriate adaptations that support all children, particularly those with special educational needs and/or disabilities and those who are disadvantaged. Leaders build positive links with parents. They share regular information and encourage involvement. Children typically progress through the curriculum well. They are prepared well for the transition to Year 1.

Inclusion

Expected standard 

Leaders have a clear overview of pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those with other potential barriers to their learning. They provide guidance and training to ensure that staff identify pupils' needs quickly. Leaders actively involve parents and carers throughout this process. Where needed, they draw on advice from external professionals. Parents' views are also considered when support plans for pupils with SEND are created. These plans further help reduce barriers to learning.

Leaders have high expectations for all pupils. Support is typically well matched to individual needs. Staff use practical adaptations in lessons. These include visual timetables and extra specific resources. This generally helps pupils to learn with confidence. A step-by-step support approach starts with a broad offer for all pupils. This is regularly reviewed. More personalised support is put in place when needed.

Leaders support disadvantaged pupils effectively. They use additional funding to help reduce any barriers to wider opportunities. This helps ensure that no pupil is left out. Pupils have full access to trips, clubs and residential visits. Targeted academic support focuses on closing gaps in pupils' learning. Leaders closely review the impact of this work.

Leaders make pupils' wellbeing a priority. They make sure pupils benefit from effective pastoral support. Leaders involve external services to strengthen this support when needed.

Leadership and governance

Expected standard 

School leaders and the trust have taken appropriate action to improve behaviour and assessment since the school was last inspected. They have introduced clear behaviour policies and procedures. Staff have had the training and support they need to use the new approaches effectively. Pupils now understand expectations more clearly. Rewards and consequences encourage them to make positive choices. Pupils behave well as a result. Leaders have also introduced new approaches to checking pupils' learning. These help teachers identify gaps in pupils' knowledge. Teachers adapt the curriculum and provide targeted support where needed to help pupils catch up with their peers.

Leaders have an accurate understanding of the school's context. They identify strengths and areas for further development. They set clear priorities and act on them effectively.

Governance is effective. The trust is actively involved with the school. It ensures that leaders and staff have the support, guidance and challenge they need to continue to improve the school. Trustees fulfil their statutory duties well. For example, they ensure that safeguarding systems follow statutory guidance and that equality duties are met.

Staff wellbeing is positive. Staff feel supported by leaders. Leaders are approachable and listen to concerns. Workload is considered and managed carefully. Professional development links to the school's priorities. Staff access a range of training provided by the trust. This helps build knowledge and confidence over time.

Leaders engage positively with parents and carers and the local community. They provide regular communication and opportunities to be involved with the school. This typically supports a positive school community culture.

Personal development and wellbeing

Expected standard 

The school's personal development programme has been thoughtfully constructed. It is well sequenced and relevant to the school's community. Leaders adapt the curriculum when issues arise. For example, due to local concerns around cyberbullying, leaders placed a higher focus on teaching and recapping knowledge about online safety. Pupils learn about

emerging risks and how to use artificial intelligence safely. This helps them build appropriate knowledge for modern life.

Leaders carefully consider how to support pupils' wellbeing. Pupils learn to understand their feelings. Pupils who need it benefit from extra pastoral support. Leaders work closely with local services, such as the mental health service, to strengthen this support.

The relationships and health education curriculum supports pupils well. Pupils can explain how to stay safe when in the community. They know what it means to live a healthy lifestyle and recognise that it is important to be a good friend. If they have a worry, pupils know to report concerns to trusted adults. Pupils develop their understanding of different families well. They show respect for diversity. They recognise that families can be different in structure, culture and background.

The school promotes pupils' spiritual, moral, social and cultural development effectively. Pupils show awareness of the fundamental British values of, for example, respect and democracy. They learn about faith through visits to places of worship. They engage in charity work and support the local community. Leaders provide opportunities for pupils to reflect and contribute to the school.

Pupils typically access a broad range of wider opportunities. These include participating in tournaments, singing in the choir and attending clubs such as dance and netball. Leaders track participation closely, including for pupils with special educational needs and/or disabilities and those who are disadvantaged. They encourage pupils who do not attend to take part. Pupils benefit from leadership roles and school responsibilities. These experiences generally support their confidence, interests and enjoyment of school.

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

Pupils live out the school's core Christian values of love, enjoy, accept, respect and nurture. These are the foundations of the school's daily work. Pupils typically enjoy their learning. They develop their knowledge and skills well across the curriculum. Pupils can talk about what they know with growing confidence and accuracy. By the end of key stage 2, pupils achieve well in reading, writing and mathematics. They are appropriately prepared for the next stage of their education.

Pupils with special educational needs and/or disabilities, disadvantaged pupils and those who face other barriers to learning typically progress well from their starting points. Staff identify needs early and typically provide support that meets those needs well. Pupils value this support. They access learning with increasing confidence. Where needed, pupils benefit from targeted support that helps them keep up with the pace of the curriculum. However, at times, some pupils do not have enough opportunities to deepen their knowledge. This hinders how well these pupils learn.

Pupils feel included in school life. They build positive relationships with staff and peers. Pupils take part in a range of wider opportunities, including sports, music and clubs. These experiences help them to develop interests and confidence. Pupils also learn about their

community through visits and visitors. They understand that people have different backgrounds and should be respected.

Pupils behave well in lessons and around school. This is because leaders have raised their expectations of behaviour since the previous inspection. Pupils say they feel safe and know who to speak with if they are worried. Bullying is rare. Concerns are dealt with effectively. Pupils' attendance is broadly in line with national averages and has improved over time. Leaders' work to build a positive and inclusive school culture helps pupils feel happy and motivated to attend school.

Next steps

- Leaders should ensure that the delivery of the curriculum, particularly in mathematics, is further refined so that pupils who have mastered the basics are provided with opportunities to extend and deepen their learning consistently well over time.
 - Leaders should continue to strengthen the school's positive learning culture by providing support and opportunities that help pupils develop the skills needed to become more confident, resilient and independent learners.
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About this inspection

This school is part of The Diocese of Norwich St Benet's 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), Sam Nixon, and overseen by a board of trustees, chaired by Paul Dunning.

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

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

Inspectors spoke with the headteacher and other school leaders, pupils and parents and carers. They also spoke with representatives of the trust, including the CEO, and trustees during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school is registered as having a Church of England religious character. It is in the Diocese of Norwich. Its last section 48 inspection took place in May 2023.

Headteacher: Adam Riley

Lead inspector:

Benjamin Axon, His Majesty's Inspector

Team inspector:

Charlotte Martin, His Majesty's 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 19 May 2026

School and pupil context

Total pupils

85

Well below 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

150

Below 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)

24.71%

Close to 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

5.88%

Above 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

14.12%

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)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (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	53%	61%	Below
2024/25 (final)	57%	62%	Close to average
2023/24 (final)	47%	61%	Below
2022/23 (final)	56%	60%	Close to average

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	68%	74%	Below
2024/25 (final)	71%	75%	Close to average
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	56%	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	74%	72%	Close to average
2024/25 (final)	86%	72%	Above
2023/24 (final)	60%	72%	Below
2022/23 (final)	78%	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
Latest 3 year average	61%	73%	Below
2024/25 (final)	64%	74%	Below
2023/24 (final)	53%	73%	Below
2022/23 (final)	67%	73%	Close to average

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
Latest 3 year average	54%	46%	Close to average
2024/25 (final)	57%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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
Latest 3 year average	69%	62%	Above
2024/25 (final)	71%	63%	Close to average
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	62%	59%	Close to average
2024/25 (final)	71%	59%	Above
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	54%	60%	Close to average
2024/25 (final)	57%	61%	Close to average
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	54%	68%	-14 pp
2024/25 (final)	57%	69%	-12 pp
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	69%	80%	-10 pp
2024/25 (final)	71%	81%	-9 pp
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	62%	78%	-16 pp
2024/25 (final)	71%	78%	-7 pp
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	54%	80%	-26 pp
2024/25 (final)	57%	81%	-23 pp
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 (3 term)	4.7%	5.2%	Close to average
2023/24 (3 term)	7.6%	5.5%	Above
2022/23 (3 term)	7.7%	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 (3 term)	15.3%	13.0%	Close to average
2023/24 (3 term)	18.7%	14.6%	Above
2022/23 (3 term)	20.7%	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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk



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