

# Inspection of a good school: Stoke Holy Cross Primary School

Long Lane, Stoke Holy Cross, Norwich, Norfolk NR14 8LY

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Inspection dates:

8 and 9 May 2024

## Outcome

Stoke Holy Cross Primary School continues to be a good school.

## What is it like to attend this school?

Pupils are happy here. The school is a friendly and inclusive place to learn and make friends. Staff model kindness and respect. Pupils learn that everyone is different and that it is good to be comfortable with who you are. Pupils appreciate the way that staff look out for their wellbeing and help them to be calm when life brings challenges. Bullying is rare, but if it occurs, then staff make sure that pupils learn more about how to have healthy relationships.

Pupils are successful in lessons because teachers explain new concepts clearly. Pupils know it is fine to make mistakes. They have many opportunities to practice key skills like reading. Staff make sure that pupils have fair opportunities to contribute to class discussions. Pupils know that reading is important and they like the way that adults read stories to them.

There are plenty of opportunities for pupils to contribute to school life. For example, helping in assemblies or becoming a 'digital leader'. Pupils can attend a range of clubs, including a lunchtime friendship club and the school choir. The school makes sure that everyone has a chance to take part in sporting events.

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

Since the previous inspection, leaders have continued to develop the curriculum. The curriculum sets out key knowledge and skills in a logical order. Leaders have identified key vocabulary in each subject for pupils to learn. This vocabulary helps pupils to understand, talk and write about the past and the world around us. Leaders know that the school needs to do more to develop pupils' confidence with writing. They have introduced new measures. For example, a spelling scheme for Year Two to follow. However, there are limited opportunities for pupils to develop good presentation in their written communication. This means that some pupils find it difficult to communicate what they have learned when writing about topics in subjects such as history and geography.

Teachers regularly check how well pupils are learning the curriculum. Teachers ensure that pupils' tasks help pupils to recall prior knowledge. Teachers quickly notice and help pupils who do not understand a concept. They make sure that all pupils can access the curriculum. This includes pupils with special educational needs and/or disabilities (SEND).

Reading lessons start as soon as children join in the Reception Year. Staff are experts at teaching reading. Pupils quickly become confident readers and those who fall behind receive ample support to catch up. Pupils like choosing exciting books from the well-stocked library.

Children in the Reception Year learn how to take turns and listen carefully to the teacher. This means that their lessons are calm and enjoyable. Children develop confidence with patterns, shapes and numbers. Staff regularly share information about children's progress and development with parents.

The school prioritises additional support for pupils with SEND. For example, by providing extra sessions to help with language and communication. The school identifies pupils' needs at an early stage. Leaders involve pupils, parents and professionals in decisions about personalised support. Staff have received training in how to support pupils with SEND. For example, training from a local special school on how to understand and respond to pupils' social, emotional and mental health (SEMH) challenges.

The school's approach to behaviour starts from a place of understanding of the causes of different kinds of behaviour. For some pupils, this means providing more personalised support. Staff work hard to give pupils strategies to develop self-control over time. Staff are consistent with how they communicate the school's expectations to pupils. Staff notice and celebrate pupils' efforts and achievements. This motivates pupils and boosts their self-esteem.

The school's personal, social, health and economic (PSHE) curriculum helps to prepare pupils for the modern world. Pupils learn how to keep safe online, how to keep healthy and how to appreciate different cultures and traditions. Pupils learn about interesting careers from a range of visitors and in subjects such as history and geography.

Leaders, including governors, are reflective. Their decisions are centred on what is best for pupils' education and care. Staff feel well supported. They appreciate the way that leaders are mindful of their workload and wellbeing. The school is working on ways to improve communication with parents. Many parents have already noticed improvements to communication. Leaders diligently listen to parents concerns and have created new forums to gain parents' views. That said, some parents still need assurance about the school's approach to behaviour.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- There are limited opportunities for pupils to develop good presentation in their written communication. This means that some pupils find it difficult to communicate what they have learned when writing about topics in subjects such as history and geography. Leaders should continue to train staff to help pupils with their handwriting and presentation.
- The school is working on better ways of communicating with parents. However, some parents do not feel assured about how the school supports pupils' behaviour. Leaders should review their systems of communication to ensure that parents understand the school's approach to behaviour management.

## Background

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in 29–30 January 2019.

## 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>             | 120910                                                                                   |
| <b>Local authority</b>                     | Norfolk                                                                                  |
| <b>Inspection number</b>                   | 10323665                                                                                 |
| <b>Type of school</b>                      | Primary                                                                                  |
| <b>School category</b>                     | Community                                                                                |
| <b>Age range of pupils</b>                 | 5 to 11                                                                                  |
| <b>Gender of pupils</b>                    | Mixed                                                                                    |
| <b>Number of pupils on the school roll</b> | 195                                                                                      |
| <b>Appropriate authority</b>               | The governing body                                                                       |
| <b>Chair of governing body</b>             | Lyn Marsh                                                                                |
| <b>Headteacher</b>                         | Jeannette Chaney                                                                         |
| <b>Website</b>                             | <a href="http://www.stokeholycross.norfolk.sch.uk">www.stokeholycross.norfolk.sch.uk</a> |
| <b>Dates previous inspection</b>           | 29 and 30 January 2019, under section 5 of the Education Act 2005                        |

## Information about this school

- The school makes use of one unregistered alternative provider of education.
- A breakfast and after-school club is provided by an external company, School's Out, which is separately registered and inspected.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher and with members of the governing body. The inspector also spoke, via telephone, with a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. 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 also discussed the curriculum in other subjects and listened to pupils read to a familiar adult.

- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector observed pupils' behaviour in lessons and at breaktimes.
- The inspector spoke with a range of parents and considered 87 responses to Ofsted Parent View, of which 33 responses included free text comments. The inspector also gathered the views of pupils and staff through various discussions.

### **Inspection team**

Hannah Stoten, lead inspector

His Majesty's Inspector

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