

Tivetshall Community Primary School

Address: School Road, Tivetshall St Mary, Norwich, Norfolk, NR15 2BP

Unique reference number (URN): 144426

Inspection report: 3 February 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 ●

Inclusion

Strong standard ●

Leaders create an inclusive culture in which pupils are known, welcomed and supported. They build warm, purposeful relationships with parents and carers. They draw on an in-depth understanding of pupils' backgrounds and needs to implement carefully targeted approaches that remove barriers and enable disadvantaged pupils to thrive. The school works effectively with the wider trust and a range of external agencies to secure the support disadvantaged pupils need to succeed.

Staff support pupils with special educational needs and/or disabilities (SEND) effectively through well-established approaches that address barriers to learning. They adjust support thoughtfully to meet pupils' individual needs. As a result, pupils with SEND make progress appropriately from their varied starting points. The school and trust inclusion team provide high-quality training. This enables staff to understand pupils' needs and meet them well in the classroom.

Leaders have developed a well-considered pupil premium strategy rooted firmly in pupils' individual needs. Staff target support for pupils' social and emotional development particularly well. As a result, pupils increasingly manage their feelings successfully. This positively affects learning, as pupils arrive in class on time, settled and ready to learn.

Expected standard ●

Achievement

Expected standard ●

The small number of pupils on roll means that published data does not provide a reliable picture of achievement across the school.

Pupils make a positive start in the early years. They acquire the key knowledge they need, which provides secure foundations as they move into Year 1 and beyond. Across the school, levels of attainment vary. However, the large number of disadvantaged pupils, including those with special educational needs and/or disabilities (SEND), progress significantly from their different starting points. Some older pupils have gaps in key knowledge. Leaders and staff support these pupils effectively to catch up, although for some pupils there is more work to do. This means that some pupils do not write as fluently and accurately across the curriculum as they could.

Achievement in the wider curriculum is positive. Pupils, including those with SEND, speak confidently and enthusiastically about the knowledge they have learned in subjects such as science and history. They are developing a secure and increasingly deep understanding across the range of curriculum subjects.

Attendance and behaviour

Expected standard 

Leaders recognise the importance of regular attendance. They provide both support and challenge to families to ensure pupils attend school whenever possible. Staff know families well and offer tailored support to pupils who need help to attend regularly. This rigorous and relentless approach has a positive impact. Attendance rates, which were below expectations in the past, now sit above the national averages, and persistent absence rates are low.

Leaders have developed a consistent approach to managing behaviour. Guided by the school's values, staff set high expectations, and pupils strive to meet them. Staff reinforce positive behaviour through a range of rewards and recognition. Pupils engage happily in structured playground games that adults supervise. Staff teach, model and reinforce expected behaviours. This ensures pupils remain happy and fully engaged. In lessons, pupils behave calmly and orderly, which supports learning. Some pupils demonstrate secure learning behaviours, while others continue to develop these. Overall, classrooms remain calm and productive, providing an environment in which pupils learn successfully.

Curriculum and teaching

Expected standard 

Leaders have designed a clear and progressive curriculum that takes careful account of the needs of mixed-age classes. They have clearly identified the key knowledge and vocabulary pupils should learn across the curriculum. This ensures progression over time.

Staff deliver the school's well-designed phonics programme consistently and effectively, supported by high-quality training. This enables pupils to learn letters and sounds quickly. Staff check pupils' progress in early reading and provide timely additional support when needed. This enables pupils to keep up or catch up with their peers. Staff also help pupils to embed early number recognition and develop early writing habits through daily practical activities.

Teachers typically teach the curriculum effectively. They usually take account of pupils' differing needs within mixed-age classes and use strategies such as targeted questioning to support learning. Teachers carefully design provision for pupils with special educational needs and/or disabilities (SEND). This ensures that their needs are understood and addressed well in lessons. This enables pupils with SEND to learn successfully alongside their peers.

At times, however, the tasks set do not link closely enough to what pupils need to learn next. As a result, some pupils do not always access learning as well as they could. Others do not receive sufficient challenge to think more deeply and tackle the harder work of which they are capable.

Early years

Expected standard 

Children make a positive start to their education in the early years. Staff prepare children well for Year 1. Positive relationships with parents and carers, alongside close links with local nurseries, help children to settle quickly. Parents value the opportunities the school provides to help them understand how to support their child's learning.

Children show enthusiasm and motivation for learning and feel safe and happy in the learning environment. They interact positively with one another and behave well. Children consistently follow class routines and meet expectations.

Leaders ensure the school curriculum begins in the early years so that children start learning key knowledge and skills immediately. For example, children make a secure start in learning to read. Staff model accurate pronunciation of sounds and words, which helps children learn phonics effectively. Children enjoy sharing books and listening to stories. They join in enthusiastically with rhymes and songs. Staff also prioritise early counting and early writing as key parts of the curriculum.

Children enjoy exploring the learning environment and extending their learning through well-planned activities. During these opportunities, staff actively promote and support the development of children's language and vocabulary. Staff use their in-depth knowledge of each child to support those with additional needs effectively.

Leadership and governance

Expected standard 

School leaders have made significant and positive changes at the school. With the support of the trust, they have secured consistent behaviour and improved attendance rates. Leaders have also built positive relationships with families. These improvements have strengthened the school's culture and the day-to-day experience of pupils.

Parents, carers and staff value the school's caring and nurturing approach and appreciate feeling part of school life. One parent described the school as 'incredibly friendly, supportive, and approachable for both children and parents, creating a real family and community feel'. Other parents, carers and staff echo this view.

The trust works closely with school leaders to provide a comprehensive programme of training for staff. This support helps staff develop in their roles and build effective professional networks with colleagues in other trust schools. Staff morale is high. Staff feel valued and appreciated by leaders and recognise that leaders give careful consideration to workload and wellbeing when introducing change.

Those responsible for governance visit the school and understand both its strengths and areas for development. They stay well informed and use this knowledge to provide appropriate challenge and support to school and trust leaders.

Personal development and wellbeing

Expected standard 

Leaders provide a range of purposeful activities and experiences that enrich pupils' personal development.

Leaders have carefully aligned the personal, social and health education (PSHE) curriculum to the school's context and pupils' needs. Through this curriculum, pupils develop an age-appropriate understanding of the changes they experience as they grow older and of how to live safely in modern society. Pupils confidently articulate how to stay safe online and in the wider community. For example, they explain key aspects of road safety, such as looking both ways and wearing high-visibility clothing when out at night. Staff teach pupils

effective strategies to maintain their physical and mental health and to form healthy relationships.

Through assemblies and PSHE lessons, staff teach pupils about fundamental British values and the importance of respecting differences. Pupils understand how to apply these values in their everyday lives. They know the importance of showing respect to others and treating people fairly.

Leaders ensure all pupils benefit from a wide range of activities and experiences beyond the classroom. Pupils enjoy the range of clubs available and value the democratic process of voting for their preferred options. They accept that the final choice may not always reflect their individual preference. Pupils also speak positively about educational visits, such as the London residential and trips to the Norfolk Show. These experiences broaden pupils' horizons and give them valuable opportunities to experience life beyond their local community.

Leaders prepare older pupils well for the transition to secondary school. Pupils attend events with older pupils from other trust schools, which helps them build relationships with future classmates. Pupils also visit their future secondary schools, allowing them to familiarise themselves with new routines and environments before they move on.

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

Leaders ensure that pupils are happy, feel safe and receive high-quality care in this highly inclusive school. Pupils consistently live out the school's 'MARK' values through the choices they make. For example, they show kindness and respect to one another, both in lessons and during social times.

Staff foster warm and welcoming relationships across the school. They greet pupils and their families positively at the start of each day. This creates a calm and purposeful atmosphere. Pupils enter school in an orderly manner and are therefore ready to learn.

Staff maintain calm and respectful behaviour around the school. They know pupils well and make themselves readily available to listen and provide support when pupils need it. Teachers create positive classroom environments that allow learning to proceed without interruption. At playtimes, staff organise well-planned, active games such as bench ball and dodgeball. All pupils take part, and staff support them effectively to cooperate and build positive friendships.

Leaders have designed a broad and balanced curriculum that enables pupils to learn well. Pupils show enthusiasm for their learning and enjoy sharing their knowledge with visitors. From a wide range of starting points, pupils progress and typically achieve well.

Pupils play an active role in school life and willingly take on positions of responsibility. School and eco councillors speak proudly about their contributions. For example, they have introduced a 'walk to school' week. This encourages pupils and their families to adopt healthier, more active lifestyles. Staff actively support pupils' wellbeing. Pupils feel confident

to talk about their feelings. Staff provide timely and effective additional support for those who need it. Trained staff ensure pupils receive appropriate care and guidance.

Next steps

- Leaders should refine the support staff receive so they can adapt tasks more precisely to pupils' next steps in learning, ensuring pupils are appropriately supported and challenged.
 - Leaders should focus on developing the quality of writing in all subjects to support pupils to write accurately, fluently and effectively.
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About this inspection

This school is part of Sapientia Education 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), Jonathan Taylor, and overseen by a board of trustees, chaired by Peter Rout.

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 executive headteacher, head of school and other school leaders during the inspection. They also spoke to the chair and vice chair of trustees, leaders within the trust and the CEO from the trust.

The school does not currently use alternative provision.

Executive Headteacher: Karen Millar

Lead inspector:

Jonny Wallace, His Majesty's Inspector

Team inspector:

Alastair Heath-Robinson, 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 3 February 2026

School and pupil context

Total pupils

16

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

49

Well 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)

62.50%

Well 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

18.75%

Well 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

31.25%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	42%	61%	Below
2024/25 (revised)	S	62%	S
2023/24 (final)	S	61%	S
2022/23 (final)	S	60%	S

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	67%	74%	Below
2024/25 (revised)	S	75%	S
2023/24 (final)	S	74%	S
2022/23 (final)	S	73%	S

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	75%	72%	Close to average
2024/25 (revised)	S	72%	S
2023/24 (final)	S	72%	S
2022/23 (final)	S	71%	S

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	50%	73%	Below
2024/25 (revised)	S	74%	S
2023/24 (final)	S	73%	S
2022/23 (final)	S	73%	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

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	S	46%	S
2024/25 (revised)	S	47%	S
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	S	62%	S
2024/25 (revised)	S	63%	S
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	S	59%	S
2024/25 (revised)	S	59%	S
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	S	60%	S
2024/25 (revised)	S	61%	S
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	S	68%	S
2024/25 (revised)	S	69%	S
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	S	80%	S
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
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	S	78%	S
2024/25 (revised)	S	78%	S
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	S	80%	S
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
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 (2 term)	7.6%	5.2%	Above
2023/24 (3 term)	9.3%	5.5%	Above
2022/23 (3 term)	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 term)	14.3%	13.3%	Close to average
2023/24 (3 term)	29.6%	14.6%	Above
2022/23 (3 term)	24.0%	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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