

# Inspection of Bawdeswell Community Primary School

Fakenham Road, Bawdeswell, Dereham, Norfolk NR20 4RR

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Inspection dates: 6 and 7 February 2024

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

The executive headteacher of this school is Catherine Ogle. The school is part of the Synergy Multi-Academy 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, Louise Lee, and overseen by a board of directors, chaired by Natasha Hutcheson.

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

Pupils at this school are happy. They enjoy learning and find lessons interesting. Pupils benefit from teachers' clear explanations and the way teachers check their understanding. This helps pupils to remember things well. Pupils achieve well.

Pupils usually behave well in class and on the playground. Pupils occasionally fall out with their friends. They can sort this out themselves or get help from an older pupil or an adult. Pupils are confident to talk to adults if they have any worries or concerns. They feel safe at school. Pupils know and understand the school values. Pupils can explain how they are putting the values into practice.

All pupils take part in the many clubs and enrichment activities that the school provides. Pupils say this is one of the things that makes their school special. Older pupils look forward to the residential trip and all the exciting activities planned for them. They are proud of the extra responsibilities they have, for example being a prefect or a librarian.

Most parents are pleased with how their children are getting on at school. They appreciate the improvements made over the last two years.

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

The trust and governors have made sure that there has been strong and secure improvement in all aspects of the school over the last two years. The school has addressed the areas for improvement from the previous inspection.

The school's curriculum is well structured. Knowledge in all subjects is carefully organised so that it will build on what pupils have learned before. However, sometimes pupils who need more guidance to grasp new learning do not get this. Occasionally, pupils do not always move on to learn more complex knowledge when they are ready to do so. Consequently, pupils' progress is sometimes slowed.

Teachers have the expertise to teach the curriculum well. They give clear explanations of what pupils will learn. Teachers have high expectations for pupils' learning and behaviour. Pupils listen attentively to their teachers and can explain what they are learning. They are well prepared for the next stage of their education.

The school has recently refreshed the reading curriculum. All staff are trained in how to teach phonics accurately and consistently. Consequently, pupils who have fallen behind with reading are rapidly catching up. Most pupils are fluent readers by the end of Year 2.

Pupils develop a love of reading from the moment they start school. Children in the early years love books and rapidly learn to read. Pupils enjoy reading at the start and end of the school day. They talk enthusiastically about their favourite authors and the types of books they like best.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. The school makes sure that pupils' individual needs are accurately identified and met. This means that most pupils with SEND make strong progress with their learning.

Pupils behave well in lessons and around the school. The rewards for good learning and behaviour are working well. Pupils who find it difficult to behave appropriately are supported effectively. The nurture space provides a quiet area for reflection and for completing work when needed. This helps pupils to learn better and ensures there is no disruption in lessons.

The school has successfully raised pupils' attendance and reduced persistent absence. Families who find it difficult to get their children to school on time every day get effective support.

The school has made links with schools across the world to support pupils' understanding of diversity. The school values help pupils understand how to be reflective and responsible citizens of their school and the wider community.

Children make a strong start to their education in the early years. They behave well, feel safe and talk with enthusiasm and enjoyment about their learning. Children work well together and listen carefully to all the adults they work with. The school is currently reviewing the early years curriculum to ensure balanced coverage of all the areas of learning.

Governors make regular visits to the school. They know the school well and make a strong contribution to school improvement. The trust has supported the school well through turbulent times. It continues to give effective support to all aspects of the school. Staff are proud to work at the school. They are supported well, so that they are effective in their roles. The school ensures that any changes do not impact negatively on staff's workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- There is not always sufficient challenge for some pupils as they do not move on to learning more complex knowledge when they are ready to do so. Sometimes, there is not sufficient support for pupils who need more targeted guidance to help them grasp new learning. This slows pupils' progress. The school should ensure that in all subjects there is sufficient challenge for pupils and sufficient support for those who are slower to grasp new learning.

## 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>	143949
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10295092
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	86
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Natasha Hutcheson
<b>CEO of the trust</b>	Louise Lee
<b>Executive headteacher</b>	Catherine Ogle
<b>Website</b>	<a href="http://www.synergymat.org.uk/our-schools">www.synergymat.org.uk/our-schools</a>
<b>Dates of previous inspection</b>	14 and 15 January 2020, under section 5 of the Education Act 2005

## Information about this school

- There has been considerable staff turbulence since the last inspection. A new executive headteacher and deputy headteacher were appointed in September 2021. All of the teaching staff and most of the support staff started at the school after the new leadership team.
- The school does not use alternative provision.
- There is a nurture provision for pupils identified with SEND who need additional support to meet their social, emotional and mental health needs. This is run by the school.
- The school runs before- and after-school care for pupils who attend the school.

## 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.
- 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.
- During the inspection, inspectors met with senior leaders, teachers, a group of governors and representatives from the Synergy Multi-Academy Trust. Inspectors met with the school's designated safeguarding lead and the safeguarding governor. Inspectors met with the special educational needs coordinator.
- 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.
- Inspectors carried out deep dives in reading, geography, mathematics and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to parents dropping off their children at school. Inspectors considered responses to Ofsted's pupil survey and Ofsted's staff survey. The inspectors considered responses to the parent survey, Ofsted Parent View, including free-text messages.

## Inspection team

Julie Winyard, lead inspector	Ofsted Inspector
Amy Luu	Ofsted Inspector

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