

Inspection of Costessey Primary School

Three Mile Lane, Costessey, Norwich, Norfolk NR5 0RR

Inspection dates: 27 and 28 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils at Costessey learn well, while having fun. They love spending time with their friends, chatting and socialising in the dinner hall, playground or sports field. In class, pupils give their best because they enjoy learning an interesting and exciting curriculum.

The culture of mutual respect flows through the school. Pupils understand how they are all unique. They celebrate their differences and enjoy learning about people from different cultures and backgrounds, and those with contrasting beliefs. Bullying is rare. Should it occur, most pupils know that they have an adult to turn to.

Pupils have many opportunities to take on a range of responsibilities. The members of the school council are proud to carry out these roles. Similarly, the eco club works to make a real difference in school, for example by reducing paper and food waste. Those who represent the school in sporting competitions do so with pride.

Pupils' mental well-being is well considered. They receive guidance on how to look after their mental health. The breadth of opportunity for pupils' personal development helps them to leave the school at the end of Year 6 as well-rounded, responsible and caring young people.

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

Leaders' sharp focus on the quality of education pupils receive has ensured that pupils learn an exciting and ambitious curriculum. The curriculum is carefully crafted, starting in the early years and growing in complexity as pupils move through the school. Pupils have solid foundations on which to build their new learning. For example, older pupils are adept at painting using a range of techniques and materials because they learn and practise these in a sensible order as they move through the school.

Adults know the individual needs of pupils. Adults carefully adapt activities so that pupils with special educational needs and/or disabilities (SEND) can access the same curriculum as their classmates. Pupils with SEND learn very well.

Nothing is left to chance when teaching pupils to learn to read. Adults teach the school's phonics programme well. Most pupils keep up and learn to read confidently and fluently. Those who find reading tricky are given effective extra support. As pupils become capable readers, they read books that they enjoy. Adults regularly read to pupils. This provides the chance for them to find out about new books that they may not have come across.

Teachers have strong subject knowledge. They quickly identify if a pupil has misunderstood a concept and correct this. Adults check that pupils remember what they are taught. Regular activities are designed to help pupils recall and apply their ever-growing knowledge. The recently introduced strategies of assessment in the

foundation subjects is paying dividends; leaders are building a picture of how well pupils learn in these subjects. Due to these strategies being new, leaders do not always have information from checks on pupils' learning throughout the curriculum to make tweaks where needed.

Children in the Reception classes listen to a range of stories, poems and rhymes. These, along with adults' skilful interactions with children, help them learn and use a growing range of vocabulary. Children are supported to learn how to share, take turns and play together from an early age. They develop strong relationships with their peers and are well prepared for Year 1.

Pupils benefit enormously from the extremely well-considered personal development programme. They are well supported to try new things, persevere and communicate with others. Much of this strong work helps pupils to develop their character. They celebrate the differences between themselves and others. Whatever a person's background or belief, pupils treat everyone equally. Pupils learn about different relationships through the school's highly effective relationships and sex education provision.

Pupils attend school regularly and behave well in lessons. Where some pupils need additional help with their behaviour, they receive clear guidance from adults. The behaviour of these pupils continues to improve because of this effective support. The highly skilled pastoral support team provides well-tailored guidance for pupils' social and emotional needs. This support is highly valued by staff, pupils and parents.

The trust board and local governing body work together seamlessly. The flow of information between the two ensures that they have a clear strategic oversight of the school. They hold leaders to account for the provision in school, but balance this with appropriate support.

Most staff value the support provided by senior leaders, in particular in how they help manage their workload. They receive high-quality training from school and trust leaders to ensure they continue to improve and refine their practice.

Safeguarding

The arrangements for safeguarding are effective.

There is a well-established culture of vigilance in school. Leaders provide adults with regular training to ensure they know the signs that a pupil may be at risk of harm. If adults have concerns, they report these without delay. Leaders provide help for pupils and their families when this is needed. This includes working well with external agencies. All pre-employment checks are carried out as they should be.

The curriculum helps pupils learn about the risks they face in everyday life and what they can do to stay safe, especially when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have recently introduced strategies to support teachers to carefully assess how well pupils learn in the foundation subjects. This is more established in some subjects than in others. This is showing early signs of impact, but leaders do not always have information from checks on pupils' learning throughout the curriculum to adapt the next learning, so that it builds precisely on what pupils currently know and understand. Leaders should ensure they provide training for teachers to continue to implement the assessment strategies well.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138642
Local authority	Norfolk
Inspection number	10254996
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	584
Appropriate authority	Board of trustees
Chair of trust	Drew Whitehead
Principal	Katie Lawson
Website	www.costesseyprimary.co.uk
Date of previous inspection	7 June 2016, under section 8 of the Education Act 2005

Information about this school

- Costessey Primary School was formed in September 2019 when Costessey infant and junior schools amalgamated to form one school.
- The school does not use any alternative providers.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art, physical education and science. For each deep dive, inspectors discussed the curriculum with leaders, 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 listened to pupils from Years 1, 2 and 3 read to an adult.

- Inspectors held meetings with the principal and other senior leaders, including the special educational needs coordinator. The lead inspector met with the chair of the trust, the chair of the local governing body and the chief executive officer of the trust.
- To inspect safeguarding, inspectors scrutinised the single central record of staff personnel checks, and reviewed safeguarding paperwork and systems. Inspectors spoke with leaders, teachers, support staff, trustees and pupils to evaluate the culture of safeguarding in school.
- Inspectors considered the 67 responses to the Ofsted Parent View survey and spoke to several parents and carers informally during the inspection. They also considered the 50 responses to the Ofsted staff survey. There were no responses to the pupil survey.

Inspection team

Nathan Lowe, lead inspector	His Majesty's Inspector
Nicola Shadbolt	Ofsted Inspector
Andrew Hemmings	His Majesty's Inspector
Chris Stainsby	His Majesty's Inspector

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