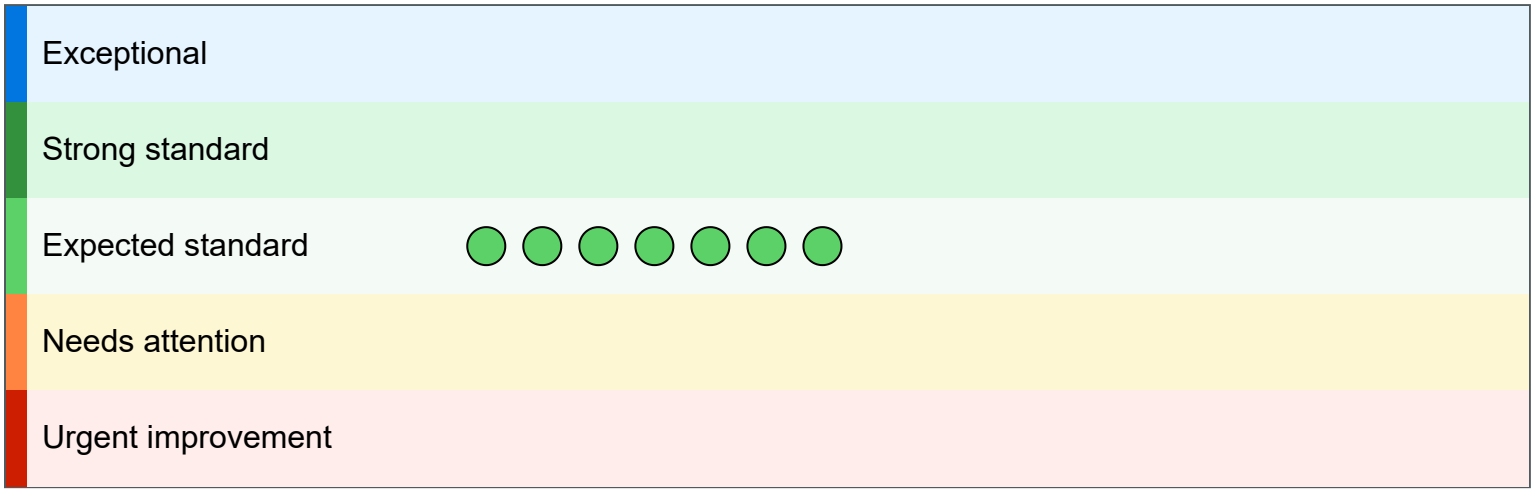
Little Plumstead Church of England Primary Academy

Address: Old Hall Road, Little Plumstead, Norwich, Norfolk, NR13 5FA

Unique reference number (URN): 149878

Inspection report: 7 July 2026



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 are typically securing the basics in reading, writing and mathematics. Pupils learn to read well. They read with considerable fluency, accuracy and expression. The number of pupils meeting the Year 1 phonics check is now better than the national average. Pupils calculate with some confidence. They use their mathematical knowledge to solve problems. Pupils with special educational needs and/or disabilities as well as disadvantaged pupils generally progress well from their starting points. As a result of this, outcomes at KS2 are typically in line with the national averages. Pupils are, therefore, well prepared for their next stage in education.

Leaders have identified writing as a high priority. Older pupils' letter formation and handwriting have recently improved. However, younger pupils continue to form some letters inaccurately. Across the curriculum, some pupils do not have sufficient practise at writing. As a result, they cannot write with confidence, at length and in a range of styles.

Attendance and behaviour

Expected standard

Leaders have high expectations of attendance. They check how well pupils attend with precision. They scrutinise attendance patterns and analyse reasons for absence. Leaders have worked with parents effectively to identify barriers to attendance. They provide the necessary support to ensure pupils overcome these barriers. As a result of leaders' actions, attendance is slightly above the national average. Rates of persistent absence are below the national average. Pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils attend well.

Leaders have ensured a respectful ethos in the school. Pupils' behaviour is generally highly positive. Pupils look out for each other. Leaders respond swiftly to any less desirable behaviours. They provide pupils, whose behaviour has been challenging, with appropriate bespoke support. These pupils, some with complex SEND, learn to modify their behaviours. They understand how their actions and words affect others. This helps them to resolve disputes. As a result of leaders' actions, suspensions, bullying and use of discriminatory language are highly rare. While most pupils are eager to learn, some do not participate as well. They do not always demonstrate the self-discipline and motivation to take responsibility for their own learning.

Curriculum and teaching

Expected standard

Leaders have ensured a well-constructed curriculum, especially in reading and mathematics. Leaders have carefully considered the knowledge pupils learn. The phonics curriculum is a strength. This ensures that children learn letter sounds quickly. They apply their phonics knowledge to read unfamiliar language. The curriculum is carefully structured to ensure pupils grasp more complex knowledge, such as civilisation and monarchy in history. This ensures pupils build those strong foundations for future learning. However, the writing curriculum does not ensure that some pupils can write at length and in range of styles as well as it could.

The training teachers receive ensures that they have strong subject knowledge. At their best, teachers introduce knowledge in small stages. They clearly explain new concepts and provide pertinent examples. They make sure pupils practise what they have learned before. This helps most pupils, including those with special educational needs and/or disabilities, to remember knowledge well. Teachers' questions help identify what pupils know and what they do not. Teachers encourage pupils to work things out independently. Sometimes, teachers do not check pupils' learning as rigorously, especially in written work. As a result, some pupils continue to make the same mistakes and misunderstand important knowledge.

Early years

Expected standard

Leaders have ensured a well-constructed early years curriculum. They have carefully identified the knowledge they want children to learn. Leaders have a secure understanding of children's starting points. This helps them to ensure that children with barriers to learning receive the support they need.

Teachers present knowledge clearly. They break learning down into small stages effectively. Teachers interact purposefully with children. This helps most children to practise and refine their language. Children learn to read from the start of the Reception Year. They build sounds quickly as a result of highly consistent teaching. Children develop an understanding of number. They can add and subtract with ease. Most children participate enthusiastically in class speaking work. Some do not. They, therefore, do not practise speech and language as well as they could. Most children form letters accurately. They apply their phonics knowledge to write sentences. Some children, however, do not form some letters as securely.

Children are happy. They have gained enough language to express how they feel. They interact positively with their friends. Children grasp diversity and the world around them. They understand for example that there are different types of families. They learn to compare life in Britain with life in other parts of the world.

Inclusion

Expected standard

Leaders draw on significant expertise from the trust, and from other agencies to identify pupils' needs with precision. Leaders provide pupils with the support they need to overcome their barriers to learning. Teachers understand, for example, how to adapt the academic and pastoral curriculum appropriately for young carers and those pupils previously known to social care. There has been a recent increase in children with special educational needs and/or disabilities (SEND), especially those with social, emotional and mental health needs. Leaders equip pupils with the precise language to help convey their emotions. They ensure pupils know when to seek help. Leaders regularly check the quality of support pupils receive. They make effective curriculum and pastoral adaptations in light of this evaluation.

Pupil premium funding is used to improve, for example, disadvantaged pupils' reading and their participation in extra-curricular activities. Leaders and governance robustly consider the impact of these actions on disadvantaged children's lives. Alternative provision is used appropriately.

Leaders have established a highly inclusive ethos, where pupils belong. At times, however, some pupils do not participate fully in lessons. Sometimes, teachers are not aware of this.

As a result, some pupils are not learning as well as they could.

Leadership and governance

Expected standard

The school has recently experienced significant changes to leadership and governance. The school has had, for example, 3 headteachers in 3 years. Over that period, however, the trust has ensured consistent support. They have bolstered leadership. They have provided staff with appropriate training to develop their subject knowledge. These actions have led to better pupil behaviour, higher attendance and a more robust curriculum. Leaders, governors and trustees evaluate how well the school is performing with precision. As a result, they have a thorough understanding of what the school does well and of how it needs to improve. Leaders' actions to develop writing and assessment have had some impact but there is still work to do. Leaders emphatically acknowledge this. Governors and trustees fulfil their statutory duties around equalities and safeguarding, for example. They challenge leaders to be at their very best.

Staff are generally positive about the school. They acknowledge how the school has improved. Staff feel supported by leaders, who have their best interests at heart. The majority of staff feel their work load is reasonable. They value the support they receive to become better teachers. The majority of parents recommend the school. They similarly appreciate the impact of leaders' actions on the quality of education their children receive. Some parents are less convinced. Leaders are keen to continue to strengthen bridges with the local community. Leaders are ambitious for children's lives. They are well equipped to ensure continued improvement.

Personal development and wellbeing

Expected standard

Leaders have established an effective programme of personal development. The personal, social and health education curriculum prepares pupils well for their future lives. Pupils learn about how they will physically develop in an age-appropriate way. Leaders provide staff with training to explore this development with pupils sensitively. Pupils understand how to stay healthy. They know how to protect themselves when online. Pupils develop healthy relationships founded on respect and kindness.

In light of leaders' ongoing evaluation of provision, they have refined the personal development programme further. 'Flourishing foundations' develops pupils' wider curriculum knowledge. Pupils learn about finance. Younger pupils understand, for example, the difference between wanting and needing. Pupils have opportunities to contribute to the local community. They raise funds for charity and help out at the local café, for example. The curriculum enhances their understanding of life in other parts of the world. They know that people may not have the same opportunities and face different challenges. Pupils discuss, for example, how the Windrush generation encountered significant hardship and racism in the 1950s. The books they read further enhances their understanding of world issues and diversity, such as the plight of refugees. Pupils are open minded, compassionate and embrace difference.

Pupils have a range of opportunities to contribute to school life. Head pupils introduce visitors to the school. Pupils democratically elect councillors, who represent their views. Their suggestions have led to an increase in mental health awareness and support. House

captains motivate pupils to compete. They help foster teamwork. Play leaders orchestrate games and ensure fairness.

Pupils enjoy a range of clubs and extra-curricular activities. They play sports and compete. They learn crochet, origami and play chess. Leaders ensure that disadvantaged pupils benefit from these opportunities. Some pupils, however, do not participate. Furthermore, leaders do not check the impact of their rich extra-curricular offer on most pupils' lives.

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

Pupils smile and become excited, when they talk about their school. They feel safe and are happy here. This is because staff prioritise pupils' wellbeing. If a pupil needs help, there is always an adult to turn to. Older pupils are positive role models. They buddy up with Reception-age children. This helps children to settle and belong. When pupils join the school, some from other parts of the world, they quickly build friendships. This is because pupils are so welcoming.

Pupils work well with each other. They play fairly. Pupils love their school forest. Pupils explore the wooded area with enthusiasm. This helps develop their understanding of the environment and life around them. They make up new games and work out how to build shelters.

Pupils demonstrate respectful behaviours and attitudes. They attend regularly. They are patient and listen attentively to their teachers and their friends. Most pupils are eager to learn. Many participate with enthusiasm in class, some less so. Most pupils achieve well, including those with barriers to learning. However, some pupils do not write as well as they could.

Pupils learn about people from different cultures and backgrounds. This helps pupils to value diversity. They understand that some of their friends have different needs and need more help. They are kind and considerate. Pupils do not tolerate any form of prejudice. Bullying is very rare. Should it happen, leaders deal with it fairly and swiftly.

Pupils enjoy a range of trips. These enrich pupils' geographical, scientific and historical knowledge. They also gain useful life experiences. Pupils visit the East Anglian coastline and Anglo-Saxon villages. They go to castles and museums. They have opportunities to compete in a variety of sports. They enjoy honing their singing, dancing and performing skills at the end of year talent contest.

Next steps

- Leaders should ensure that teachers know effectively how to identify errors and misconceptions in pupils' written work. They must then provide pupils with the precise support to ensure they improve their writing.

- Leaders should ensure that pupils have the skills and knowledge to write at length, in a range of styles and use more sophisticated, subject-specific vocabulary in their written work.
- Leaders should evaluate the impact of the extra-curricular provision with greater rigour. This will give leaders the insight to refine further and develop activities, so that they are precisely tailored to improve pupils' personal development.

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, 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 chief executive officer, the chair of the board of trustees, the chair of governors, other trust staff, the executive headteacher, the head of school, teachers, support staff, parents and pupils during the inspection.

The school is registered as having a Church of England religious character. It is in the Diocese of Norwich. Its last section 48 inspection was March 2025.

The school currently uses one alternative provider.

Executive headteacher: Laura Richardson

Lead inspector:
Adam Cooke, His Majesty's Inspector

Team inspectors:
Susan Child, Ofsted Inspector
Jules Stops, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

189
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

210
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)

11.64%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.12%
Close to 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

6.35%

Well below average

What does this mean?

The proportion of pupils with reported special educational needs support 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		61%	
2024/25 (final)	48%	62%	Below
2023/24 (final)	54%	61%	Close to average
2022/23		60%	

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		74%	
2024/25 (final)	67%	75%	Below
2023/24 (final)	81%	74%	Close to average
2022/23		73%	

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		72%	
2024/25 (final)	62%	72%	Below
2023/24 (final)	54%	72%	Below
2022/23		71%	

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		73%	
2024/25 (final)	57%	74%	Below
2023/24 (final)	73%	73%	Close to average
2022/23		73%	

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		46%	
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23		44%	

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		62%	

Year	This school	National average	Compared with national average
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

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		59%	
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

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		60%	
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

‘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		68%	
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

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		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

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		78%	
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

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		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23		79%	

‘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)	5.2%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	Close to average

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)	11.6%	13.0%	Close to average
2023/24 (3 term)	15.7%	14.6%	Close to average

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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