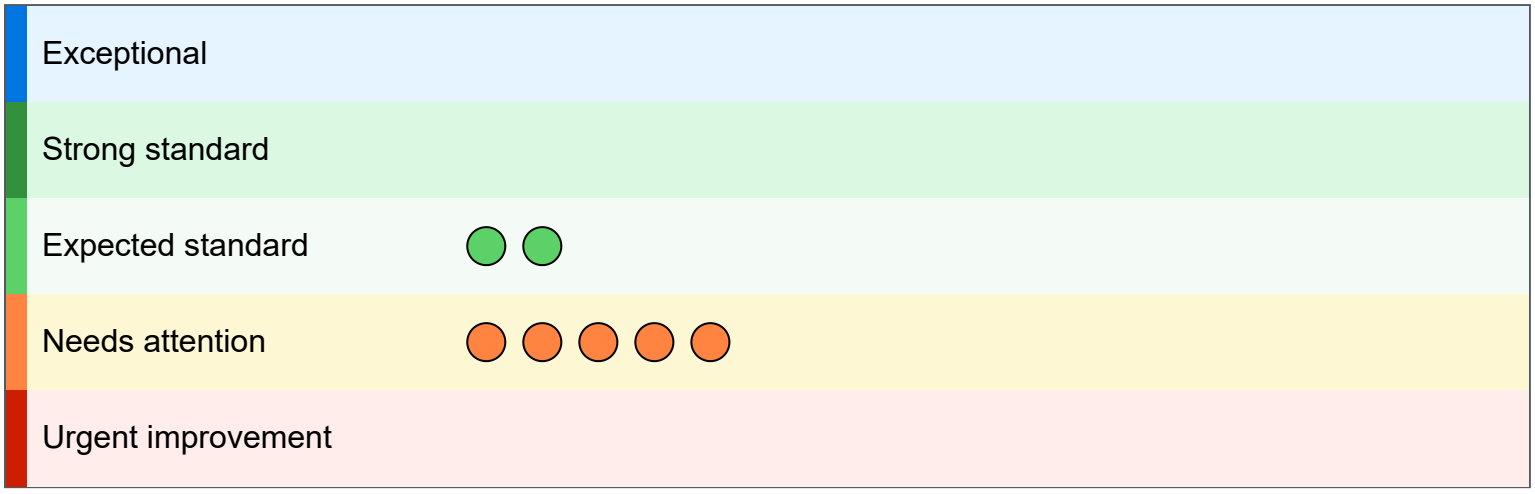
Barnham Broom Church of England Voluntary Aided Primary School

Address: Norwich Road, Barnham Broom, Norwich, Norfolk, NR9 4BU

Unique reference number (URN): 121199

Inspection report: 23 June 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

Attendance and behaviour

Expected standard

Leaders place a high priority on ensuring pupils attend school regularly. Attendance is in line with the national average. Leaders analyse attendance patterns closely and work closely with families, the local authority and other agencies to reduce barriers to attendance. This work is particularly effective for pupils who join the school with histories of poor attendance or complex needs. These pupils receive carefully tailored support that helps them attend school more regularly and engage positively with learning.

The school's calm and orderly culture reflects leaders' and staff's diligent efforts to improve behaviour since the previous inspection. Leaders have established clear expectations and provide consistent support. As a result, pupils are polite and behave well in lessons and around the school. They listen carefully and show positive attitudes to learning. However, classroom routines are not always established with sufficient precision to maximise learning times. In addition, pupils do not always take sufficient pride in the presentation and care of their work.

Personal development and wellbeing

Expected standard

Leaders place a high value on pupils' personal development. The school provides a broad range of opportunities that help pupils develop confidence, resilience and a sense of belonging. Music, sport and the arts feature prominently in school life. The choir and the annual Year 6 production are valued by the local community and give pupils regular opportunities to perform in public. Leaders ensure these opportunities are open to all pupils.

Nurturing relationships and additional pastoral support ensures pupils feel safe, happy and included. Regular check-ins and effective work with external agencies ensures pupils with social and emotional needs receive effective help when they need it.

The school effectively supports pupils to contribute to the life of the school and wider community. Pupils take pride in responsibilities such as school and eco-councils. Older pupils willingly support younger children by leading clubs and acting as positive role models.

The school's personal, social and health education curriculum prepares pupils well for life beyond school. Lessons support pupils to keep themselves safe in a range of situations, including when they are online. They learn about healthy relationships, mental health and well-being and how to seek help if they need it. Pupils also develop practical life skills, including managing money and how to make sensible financial decisions.

A wide range of clubs, educational visits and sporting opportunities enrich pupils' lives beyond the classroom. Activities such as dodgeball and archery encourage pupils to work collaboratively and enjoy healthy competition. Visits beyond the school help pupils understand how to conduct themselves respectfully in different settings and appreciate the communities they belong to. Through the curriculum, pupils learn about different beliefs, cultures and backgrounds. They understand the importance of treating everyone fairly and with respect. They are being prepared well for their next steps.

Needs attention

Achievement

Needs attention

Pupils achieve well in reading. Published outcomes in phonics and key stage 2 reading are in line with the national average. In subjects such as history and science, recall and application of knowledge is improving. Pupils enjoy their lessons in these subjects. They develop knowledge that helps them discuss ideas and write about interesting topics.

However, achievement is less secure in mathematics and writing. Published outcomes in these subjects remain below the national average. This is because some pupils do not acquire the basic skills and knowledge securely enough. In mathematics, some pupils lack fluency with number facts and do not build securely on concepts such as place value. In writing, some pupils do not develop secure transcription skills and sentence construction. These gaps slow pupils' progress as they move through the school. Leaders have begun to strengthen the curriculum and teaching in these subjects.

Curriculum and teaching

Needs attention

Leaders have an accurate understanding of the curriculum's strengths and what needs to improve. Since the previous inspection, leaders have refined the curriculum so that it better reflects pupils' needs. For example, improving the sequencing of learning in mixed age classes and introducing a spelling scheme to build on pupils' early reading experiences. The curriculum for early writing and early mathematics is less effective. Although leaders have begun to introduce improvements, pupils do not consistently receive the high-quality modelling, clear explanations and repeated practice needed to secure this foundational knowledge. As a result, some pupils and children in the early years, develop gaps in their mathematical understanding and early writing. This slows their progress as they move through the school.

Teachers choose and design tasks that help pupils to learn and remember more. Across subjects such as science and history, pupils increasingly benefit from opportunities to think deeply, discuss their ideas and produce extended written work.

The school's approach to early reading is well sequenced. Staff generally teach phonics effectively, and leaders identify pupils who need additional support quickly. Frequent catch-up helps most pupils secure reading knowledge and develop a positive attitude towards reading. Pupils appreciate the additional support they receive to become successful readers.

Early years

Needs attention

Children settle quickly into the Reception Year. This is because leaders place a strong emphasis on ensuring children are ready for their first school experiences. For example, by communicating regularly with families in advance of children joining the school. However, at times, the quality of teaching varies. Staff engage children in conversation that extends their language and understanding. However, adults do not consistently model learning with

sufficient precision or maintain consistently high expectations. For example, children are not always taught secure letter formation through clear modelling and feedback. In mathematics, children begin to develop important knowledge, including number bonds. However, classroom routines in some lessons are not consistently well established, reducing opportunities for all children to participate fully and practise new learning.

Warm, nurturing interactions help children feel safe, secure and ready to learn. Leaders have designed a curriculum that reflects children's needs and makes use of opportunities to learn together with pupils in year 1. Children benefit from rich opportunities to learn about the wider world. Children work cooperatively, play independently and receive effective emotional support when needed. Leaders ensure that staff understand children's needs and help them participate fully in learning.

Inclusion

Needs attention

Since the previous inspection, leaders have strengthened the school's approach to identifying and supporting pupils with special educational needs and/or disabilities (SEND). Leaders have produced guidance to help staff adapt learning for pupils with SEND. However, plans to provide staff with additional training, coaching and monitoring to implement this guidance consistently are at an early stage. As a result, classroom adaptations vary in quality and do not consistently remove barriers to learning.

Leaders work closely with staff, parents and carers and pupils, using these discussions to inform their approaches. This includes provision for pupils with education and health care plans. Staff know pupils well. Parents value the school's approach and the time they have with leaders to discuss their children's needs.

The school provides effective support for pupils with the greatest levels of need. Leaders' work, alongside that of external agencies, helps pupils to settle successfully into school, reduces anxiety and improves attendance and engagement. This reflects the school's inclusive culture and the commitment of leaders and staff to support all pupils to get the most out of their school experiences. Leaders have an effective pupil premium strategy that aligns with the school's context and pupils' needs. For example, providing extra reading support for pupils who need to catch up.

Leadership and governance

Needs attention

Leaders and governors have an accurate understanding of the school's strengths and areas of improvement. They have prioritised the right actions particularly in relation to behaviour, attendance and support for pupils with special educational needs and/or disabilities. These changes are beginning to improve aspects of provision. Leaders' plans are purposeful and insightful, but at an early stage of implementation. For example, leaders have not had consistent opportunities to provide regular feedback to staff on how to refine their teaching.

Leaders' actions have led to clear improvements, such as a better behaviour culture that helps pupils to feel calm, safe and focused. Leaders have also introduced a number of recent initiatives to strengthen pupils' educational experiences, including a new spelling curriculum. Staff are highly committed to providing the best educational experiences for pupils. They value the professional development opportunities that leaders have facilitated.

While recent actions provide a clear direction for improvement, they have not yet secured the consistently high quality educational experiences that leaders intend for pupils.

Governors know the school well, provide support and challenge, and fulfil their statutory responsibilities effectively. They monitor safeguarding, attendance and the experiences of disadvantaged pupils closely. They ensure that leaders have the time and resources to carry out their roles. Leaders also consider staff workload carefully when introducing new initiatives. Parents and staff value leaders' visible presence and approachable manner.

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

Pupils are proud to belong to this welcoming and inclusive school. They describe it as a place where 'everyone is welcome'. They appreciate the warm relationships they have with staff and with each other. Children in the early years quickly develop the confidence to explore, play and learn. New pupils settle quickly and become valued members of the school community. However, while all pupils feel included and well cared for, their learning experiences are not always adapted consistently enough to help every pupil with special educational needs and/or disabilities to achieve as well as they could.

Pupils feels safe and know that staff listen to them and act quickly if they have concerns. Bullying is rare and pupils are confident that staff will help resolve friendship issues fairly. Pupils behave well in lessons and around the school. They are polite, kind and respectful and contribute to the calm atmosphere that characterises school life. Attendance is in line with the national average because pupils enjoy coming to school and families receive help to overcome barriers to attendance.

Pupils value the wide range of opportunities available beyond the classroom. Many take part in clubs, sporting activities, performances and leadership roles, including the school and eco councils. Pupils and staff are proud of the choir's positive reputation in the community. Older pupils enjoy supporting younger children and take pride in contributing to the life of the school. These experiences help pupils develop confidence, responsibility and teamwork.

Pupils enjoy learning and speak enthusiastically about subjects such as history and science. They are encouraged to think deeply, discuss ideas and broaden their understanding of the wider world. They become confident readers and are well supported if they need additional help. However, pupils do not experience the same consistency of learning opportunities in mathematics and writing. Some pupils and children in the early years, develop gaps in their basic knowledge that slows their progress.

Next steps

- Leaders should ensure greater consistency in staff ability to meet pupils' needs and reduce their barriers to learning
- Leaders should ensure consistency of high-quality teaching and modelling of basic skills, particularly in early writing and mathematics, to enhance pupils' learning opportunities and

increase their chances of success. This includes for children in the early years.

- Leaders should establish consistently precise classroom routines and strengthen pupils' self-discipline so that learning time is maximised and pupils take greater pride in their work.
- Leaders should ensure that checks of pupils' learning experiences consistently lead to timely improvements. This includes for children in the early years.

About this inspection

The chair of the board of governors in this school is Bob Harvey.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the acting headteacher and the special educational needs coordinator during the inspection. The lead inspector also spoke with the chair and vice chair of governors, and representatives from the local authority and the diocese.

The school is registered as having a Church of England religious character. It is in the Diocese of Norwich. It's last section 48 inspection was in February 2020.

The school currently uses no alternative provision.

The headteacher was not present at the time of the inspection.

Headteacher: Heather Benson

Lead inspector:
Hannah Stoten, His Majesty's Inspector

Team inspector:
Joanna Pedlow, 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 23 June 2026

School and pupil context

Total pupils

98
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

126
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)

13.27%
Below 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

3.06%
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

19.39%
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	45%	61%	Below

Year	This school	National average	Compared with national average
2024/25 (final)	44%	62%	Below
2023/24 (final)	41%	61%	Below
2022/23 (final)	50%	60%	Below

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	69%	74%	Close to average
2024/25 (final)	72%	75%	Close to average
2023/24 (final)	59%	74%	Below
2022/23 (final)	75%	73%	Close to average

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	56%	72%	Below
2024/25 (final)	50%	72%	Below
2023/24 (final)	47%	72%	Below
2022/23 (final)	70%	71%	Close to average

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	65%	73%	Below
2024/25 (final)	50%	74%	Below
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	75%	73%	Close to average

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	0%	46%	Below
2024/25 (final)	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	43%	62%	Below
2024/25 (final)	S	63%	S

Year	This school	National average	Compared with national average
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	0%	59%	Below
2024/25 (final)	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	29%	60%	Below
2024/25 (final)	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	0%	68%	-68 pp
2024/25 (final)	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	43%	80%	-37 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
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	0%	78%	-78 pp
2024/25 (final)	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	29%	80%	-51 pp
2024/25 (final)	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 (3 term)	5.1%	5.2%	Close to average
2023/24 (3 term)	7.1%	5.5%	Above
2022/23 (3 term)	6.1%	5.9%	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)	6.3%	13.0%	Below
2023/24 (3 term)	15.1%	14.6%	Close to average
2022/23 (3 term)	12.9%	16.2%	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.

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