

Inspection of a school judged good for overall effectiveness before September 2024: Kessingland Church of England Primary Academy

Field Lane, Kessingland, Lowestoft, Suffolk NR33 7QA

Inspection dates:

4 and 5 February 2025

Outcome

Kessingland Church of England Primary Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Kellie Egleton. The school is part of the Diocese of Norwich Education and Academies 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), Oliver Burwood, and overseen by a board of trustees, chaired by Beverly Tilman. The headteacher is also the acting executive headteacher of this school and responsible for one other.

What is it like to attend this school?

Pupils are welcomed into this warm, inclusive school. Children get off to a flying start in early years. They settle in quickly and learn routines well. The school's motto, 'Be the best you can be', is lived by pupils as they try hard to meet their teachers' high expectations. Pupils achieve well and thrive here.

Pupils' well-being is a priority. They are looked after well and kept safe. The school is a haven of calm and pupils' behaviour is praiseworthy. Pupils are happy and proud to belong to the school community.

Pupils are provided with a well-designed curriculum, and their interests are cultivated well. They readily take part in learning activities provided for them. Pupils with special educational needs and/or disabilities (SEND) have exactly the right support so they can be successful. The school's work to ensure that pupils who are disadvantaged perform as well as their peers is highly effective. Pupils learn well in this positive environment.

Pupils benefit from a range of opportunities that go beyond the curriculum. These opportunities provide memorable experiences and develop pupils' personal skills well. For

example, many pupils participate in the local 'First Light Festival' or sing in the school choir at local performance venues.

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

Since the last inspection, the school has improved the curriculum. The school has considered carefully what pupils should learn and when. The curriculum makes links between subjects to deepen pupils' learning. For example, when pupils learn about percussion in their music lessons, links are made to sounds representing the Chinese New Year. In this way, the curriculum recaps prior learning and helps pupils remember what they have learned.

Children in early years take part in activities that promote curiosity. Children learn basic skills confidently, such as holding a pencil correctly and mark making. They learn to get on with their peers and take turns. Teaching in the early years develops children's knowledge and skills across all areas of learning. Children are prepared well for the transition to Year 1.

Staff are expert in teaching children to read. Teachers monitor pupils' reading closely. They provide timely support for pupils so they keep up with their reading skills should they fall behind. The well-stocked library includes a diverse range of books and genres. This supports pupils' understanding of the world. Pupils become confident and fluent readers. Pupils of all ages enjoy reading.

Staff support pupils with SEND very well. Teachers identify pupils' additional needs accurately and check their learning in lessons constantly. The school's specialist provisions, the Nest and the Den, are particularly effective. Staff provide parents of pupils with SEND with frequent updates about their children's learning. Pupils with SEND do well at this school.

Teachers have suitable subject knowledge. They clearly explain subject matter, especially in English and mathematics. Teachers assess pupils' understanding regularly and provide timely feedback. In a few subjects, teaching does not ensure that activities enable pupils to learn the intended curriculum. This means that pupils' knowledge is less secure in these subjects.

The school and trust make attendance a high priority. Leaders analyse carefully the causes of pupils' absence. They have recently sharpened procedures to remove barriers to high attendance. A raft of well-thought-out strategies have already resulted in improved attendance. However, these strategies have not yet had time to become fully effective.

The curriculum and wider school experiences provide well for pupils' personal development. The school provides trips, visits and clubs that extend pupils' horizons. During personal, social and health education, pupils discuss sensitive issues such as understanding differences and tolerance. They learn to be empathetic. Pupils find out about how to keep safe and are alert to what they call 'risky situations'. The school enables pupils to be ready for the next stage of their lives.

Leaders make sure that staff feel valued and that they are well trained. Staff work together, including across the trust, to hone their teaching skills. The school works with staff to ensure that workload is not burdensome. Knowledgeable and motivated staff have a positive effect on pupils' learning.

The trustees and trust leaders monitor closely how well the school meets pupils' learning needs and keeps pupils safe. The trust holds the school to account about the quality of provision it provides. Effective leadership and governance ensure that pupils have a rewarding experience at this school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Recent strategies to improve attendance have not yet been fully effective. This means that a small number of pupils miss out on the school's effective provision for education and personal development. The school must embed its efforts to support maximum attendance for all.
- In a few subjects, the school does not ensure that teaching activities enable pupils to learn the intended curriculum well enough. This means there are gaps in pupils' knowledge on these occasions. The school should make sure that teaching enables pupils to learn the school's curriculum.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in December 2019.

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

Unique reference number	141172
Local authority	Suffolk
Inspection number	10366660
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	Board of trustees
Chair of trust	Beverly Tilman
CEO of the trust	Oliver Burwood
Headteacher	Kellie Egleton
Website	www.kessingland.dneat.org/
Dates of previous inspection	10 and 11 December 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Norwich Education and Academies Trust.
- The school uses one unregistered alternative provision.
- The school runs before- and after-school provision on site.
- The school is a Church of England school and was last inspected under section 48 (Statutory Inspection of Anglican and Methodist Schools) in October 2024. The next section 48 inspection is due within seven years of this inspection.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector met with a trustee, the CEO of the trust, other members of trust staff, the headteacher, the deputy headteacher, other leaders, teachers and support staff.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The school website and several policies and documents were considered.
- The inspector considered the views of staff by speaking with them and reading the responses to Ofsted's staff survey.
- The inspector considered the responses made by parents to the online survey, Ofsted Parent View.
- The inspector spoke to pupils in lessons and around the school and considered responses to Ofsted's pupil survey.

Inspection team

Sue Child, lead inspector

Ofsted Inspector

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