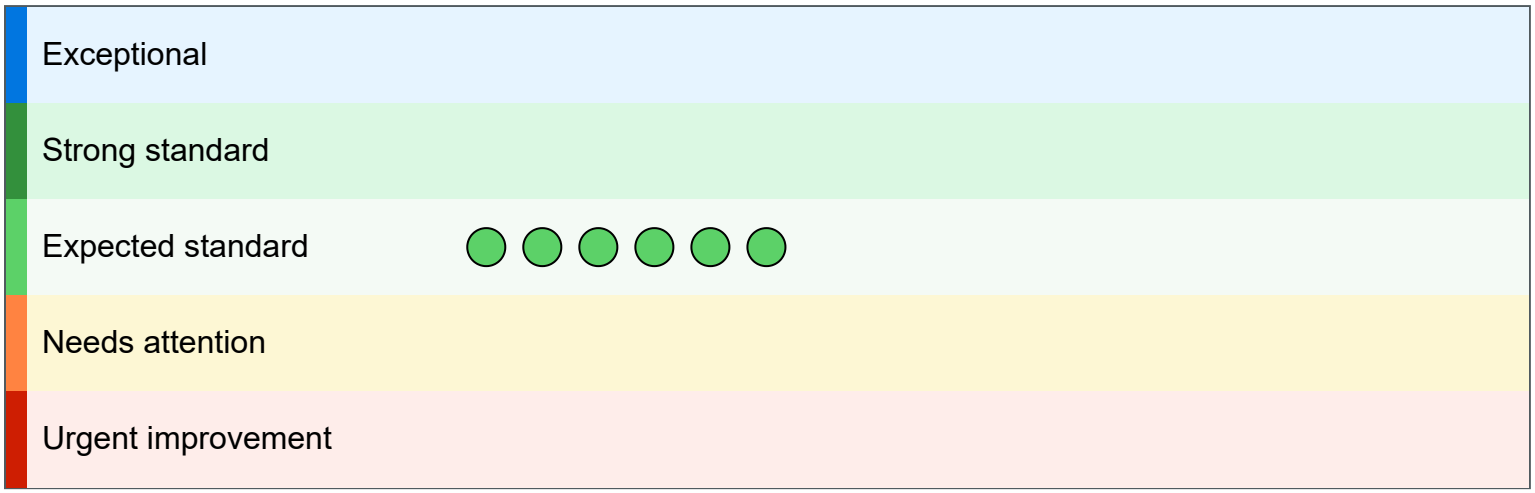
Walsingham CE VA Primary School

Address: Wells Road, WALSINGHAM, Norfolk, NR22 6DU

Unique reference number (URN): 138797

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

Over time, published outcomes in national assessments do not provide an accurate overview of pupils' achievement. This is partly because the school has small cohorts. For example, in 2025, pupils' outcomes were not published at all because of these very small cohorts.

Pupils with special educational needs and/or disabilities and those who face additional barriers to learning typically achieve well from their various starting points. Pupils are proud of the work they produce. They confidently and securely recall key knowledge. For example, pupils can talk about Victorian inventions in history and know about the life and work of Alexander Graham Bell in science.

Pupils learn the core skills they need in reading, writing and mathematics. This is because leaders have ensured that the curriculum provides opportunities for pupils to build on their previous knowledge. This starts in the early years. Pupils are therefore ready for the next stage of their education.

Attendance and behaviour

Expected standard

Leaders place a high priority on attendance. Their expectations are clear. Leaders continually promote the importance of attending school and arriving on time. They check attendance patterns regularly and act quickly when concerns arise. Their approach combines direct challenge with appropriate support. Leaders put in place precise and responsive adaptations that help pupils attend more regularly. Staff work closely with families and external agencies to understand and remove barriers. These actions have made a positive difference. Overall attendance is improving and is now close to the national average.

Leaders have high expectations for pupils' behaviour. They promote high standards of behaviour and learning through positive approaches to behaviour management. For example, the federation celebrates success and reinforces positive behaviour. Expectations are taught from the early years onwards, so pupils understand how to behave well. Pupils act responsibly because they understand its importance. They are friendly, kind and polite. Staff respond quickly when concerns arise. This is effective because staff know the pupils very well. Bullying and harassment are rare and are dealt with firmly. Staff make appropriate adaptations so that pupils with special educational needs and/or disabilities are successful.

Curriculum and teaching

Expected standard

Leaders have a clear understanding of the quality of the curriculum and teaching across the school. The curriculum is ambitious and appropriately sequenced across subjects and mixed-age classes. Leaders recognise that pupils would benefit from more opportunities to practise and apply their knowledge and skills in a range of subjects.

The curriculum maintains a continual focus on developing pupils' core skills in communication, reading, writing and mathematics. Leaders are focused on ensuring that pupils learn this essential knowledge. For example, in the early years, children are introduced to a wide range of vocabulary and engage in mathematical challenges that help to develop their counting and number skills. The school uses a systematic synthetic phonics programme to teach pupils to read. This helps pupils to develop reading fluency with confidence and accuracy.

Teachers use a range of checks on pupils' learning that enable them to review what pupils know and understand. They use this information to help ensure that activities are appropriately adapted. Focused support is also provided when pupils have gaps in their learning. This helps them to begin to catch up.

Adaptations support pupils, including pupils with special educational needs and/or disabilities, to access learning successfully. These adaptations help to reduce barriers to learning. Leaders use their knowledge of each pupil to deploy staff effectively.

Inclusion

Expected standard

Leaders ensure that every pupil feels welcome and included. Staff identify pupils' needs quickly and accurately because leaders provide continual guidance and are actively involved in the process. Leaders use this information to maintain a clear oversight of pupils' needs, including those with special educational needs and/or disabilities (SEND) and those who face additional barriers to their learning.

Staff use an effective approach to support pupils with SEND. Recent training has helped staff to understand pupils' specific needs well. Positive relationships between staff and pupils further support learning and wellbeing.

Leaders provide personalised support to pupils who have specific barriers to their learning, for example providing concrete resources and visual aids, and splitting tasks into more manageable chunks. This support helps pupils to access their learning. Parents and external professionals contribute to this process to help ensure that pupils receive the right support at the earliest opportunity. Leaders work closely with parents to review the impact of support. They make appropriate changes when required.

Leaders use additional funding appropriately to provide extra support and help pupils to participate in clubs and wider opportunities. Timely support is provided when pupils have gaps in their learning. This helps to ensure that pupils' learning does not slow down.

Leadership and governance

Expected standard

Leaders have an accurate understanding of the school's strengths and areas for development. They regularly evaluate the quality of education and pupils' experiences. They celebrate what is working well and identify clear priorities for improvement. Leaders communicate these priorities effectively and link them to actions across the school. This helps staff to maintain a clear focus on improving outcomes for pupils.

Leaders set high expectations for professional conduct and pupils' achievement. They model these expectations consistently. Leaders also invest in professional learning. Staff benefit from collaboration across the federation and with external partners.

Leaders work with professionals to refine practice and share expertise. For example, joint work between reading leaders across the federation has helped to strengthen staff's knowledge and expertise. As a result, pupils' reading fluency has improved.

Governors know the school well. They fulfil their statutory responsibilities effectively. They check the impact of leaders' work in key areas, including attendance, the provision for pupils with special educational needs and/or disabilities, safeguarding and pupils' achievement. They provide appropriate support and challenge.

Leaders and governors place a high value on relationships with parents and the wider community. Parents are welcomed warmly each day. Leaders communicate regularly and create opportunities for families to be involved in school life. Further work with families is needed to help strengthen pupils' aspirations, resilience and independence.

Staff feel valued by leaders and governors. They appreciate leaders' work to support their wellbeing and workload.

Personal development and wellbeing

Expected standard 

Leaders have established a coherent programme for personal development and wellbeing that reflects the values of the school and federation. These include love, compassion, respect, tolerance and honesty. These values are evident in daily school life. They underpin the school's approach to helping pupils become confident, considerate and responsible members of their community. The personal, social, health and economic education curriculum and relationships and health education programme are thoughtfully planned and delivered. As a result, pupils develop a secure understanding of healthy lifestyles, positive relationships and emotional wellbeing. They know that positive relationships are based on kindness, respect and trust.

Pupils learn how to stay safe both online and offline. They understand the risks associated with communicating with strangers online and the importance of protecting personal information. Pupils also know how to recognise situations that may place them at risk. They are confident about seeking help from trusted adults when they have concerns.

Pupils' social, moral and spiritual development is positive. They demonstrate respect for others and understand the importance of listening to different viewpoints. Through the curriculum and wider opportunities, pupils learn about democracy, individual liberty, the rule of law and mutual respect and tolerance. Pupils gain some understanding of different cultures and diversity. However, this aspect of their development is not as well embedded as other areas of the programme.

Leaders ensure that pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, are fully included in the school's wider offer. Pupils benefit from a wide range of opportunities that broaden their experiences and develop their interests. These include clubs such as those for football, reading, multi-sports, running,

sewing and LEGO. Pupils also visit theatres, museums and the coast. Leaders ensure that financial circumstances do not prevent pupils from taking part.

Effective pastoral support helps pupils to overcome barriers to learning and wellbeing. Staff build positive relationships with pupils and work closely with families and external agencies to secure additional support where needed.

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

Pupils benefit from the school's and federation's vision that every member of the school community feels valued, supported and respected, and that each person is treated fairly. Positive relationships are a notable feature of the school. Pupils get on well with each other and show respect to staff.

Pupils enjoy their learning. They usually engage positively. Pupils learn essential knowledge across a range of subjects. They talk about previous learning and begin to link ideas across subjects. For example, they confidently recall facts about influential scientists and historical events. In the early years, children begin to develop secure core skills in reading, writing and mathematics.

Leaders work effectively to reduce pupils' barriers to learning and wellbeing. Appropriate adaptations help pupils with special educational needs and/or disabilities to access learning successfully. Leaders use additional funding thoughtfully to provide wider opportunities and extra support. They review the impact of this work regularly and adjust provision where needed.

Pupils access a wide range of clubs, including those for football, reading, running, sewing and LEGO. Leaders ensure that these opportunities are accessible to all pupils. The school's 'trusty' bus enables pupils to take part in carefully planned visits. Pupils across the federation also come together to take part in special events and tournaments. Pupils understand healthy relationships and know how to keep themselves safe when online. Opportunities to develop pupils' understanding of different cultures are growing. However, these are less established than other aspects of the personal development programme.

Pupils' behaviour is a strength. They follow routines well. Pupils' attitudes to learning are typically positive. They understand that bullying is unacceptable. Pupils trust the staff to deal with concerns quickly. Attendance has improved and is now close to the national average. Leaders provide effective support for families facing challenges. This helps pupils to attend school more regularly.

Next steps

- Leaders should ensure that pupils develop a deeper understanding of different cultures and beliefs through the personal, social, health and economic education curriculum.

- Leaders should ensure that pupils have regular opportunities to practise and apply the subject-specific knowledge and skills expected in subjects such as science, history and art.
- Leaders should continue to work with families to strengthen pupils' aspirations and help them become increasingly resilient and independent learners.

About this inspection

The chair of the board of governors in this school is Mr John Burrows.

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 executive headteacher, executive deputy headteacher, school leaders, representatives of the governing body, a representative of the local authority, staff and pupils.

The inspectors confirmed the following information about the school:

At the time of the inspection there were 31 pupils attending the school.

The school does not currently make use of any alternative provision.

Executive Headteacher: Tom Snowdon

Lead inspector:
Benjamin Axon, His Majesty's Inspector

Team inspector:
Nicola Shadbolt, 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 7 July 2026

School and pupil context

Total pupils

26
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

56
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)

65.38%
Well above 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

3.85%
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

26.92%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above 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	16%	61%	Below
2024/25 (final)	S	62%	S
2023/24 (final)	25%	61%	Below

Year	This school	National average	Compared with national average
2022/23 (final)	11%	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	68%	74%	Below
2024/25 (final)	S	75%	S
2023/24 (final)	88%	74%	Above
2022/23 (final)	67%	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	42%	72%	Below
2024/25 (final)	S	72%	S
2023/24 (final)	38%	72%	Below
2022/23 (final)	56%	71%	Below

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	21%	73%	Below
2024/25 (final)	S	74%	S
2023/24 (final)	38%	73%	Below
2022/23 (final)	11%	73%	Below

‘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

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%	
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

Year	This school	National non-disadvantaged score	School disadvantage gap
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)	6.5%	5.2%	Above
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	4.6%	5.9%	Below

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)	19.2%	13.0%	Above
2023/24 (3 term)	15.2%	14.6%	Close to average
2022/23 (3 term)	8.1%	16.2%	Below

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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