

Inspection of St John's Community Primary School and Nursery

Horning Road, Hoveton, Norwich, Norfolk NR12 8NX

Inspection dates:	13 and 14 May 2025
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are greeted warmly by staff each morning. Relationships between staff and pupils are caring and respectful. As a result, pupils feel safe and know they can talk to staff if they are worried. Staff listen carefully and take time to respond. Pupils value this support.

Although the school has high expectations for pupils' achievement, these aspirations are not always met. Pupils access a clearly planned and well-sequenced curriculum. However, they do not achieve as well as they should. This is because the school has not ensured that teachers consistently identify and address errors and misconceptions in pupils' work. This leads to gaps in knowledge and affects their ability to recall or discuss previous learning with confidence.

Pupils behave well. They understand the school's rules and routines and follow them consistently. Staff introduce these expectations at the start of the early years. Lessons are calm, and disruption is rare. Most pupils engage well in their learning.

Pupils speak positively about the forest school provision. These experiences help them to develop resilience and determination. Pupils are encouraged to improve their talents and interests. Many are motivated to take part in clubs such as running, rugby and choir.

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

The school has experienced a recent period of leadership instability. This has resulted in teaching not being monitored closely enough. Teachers have not had enough effective guidance and support to teach the curriculum consistently well. The school now has a clearer vision and understands what needs to be done to improve pupil achievement. It is beginning to make the necessary changes.

The school has introduced a curriculum for all subjects. It is well sequenced and clearly identifies the essential knowledge that pupils need to learn. Teachers know what to teach and when to teach it. However, pupils still have important gaps in their knowledge. They are not yet able to reflect on previous learning in depth. Teachers do not precisely check what pupils know and then do not make suggestions on how pupils can improve their work. As a result, pupils are not building their knowledge securely over time.

Reading is prioritised across the school. Children begin learning to read as soon as they join the Nursery. They follow a structured phonics programme taught by well-trained staff. Pupils who fall behind receive timely support to help them catch up. The books they read are well matched to the sounds they have learned. This helps pupils build fluency and develop confidence. Pupils enjoy visiting the school's library and speak positively about choosing books to read at home.

The early years curriculum is thoughtfully considered and engaging. Activities are carefully designed to become increasingly challenging as children move from the Nursery into the Reception Year. These meaningful experiences spark children's curiosity and deepen their understanding. Staff place a strong emphasis on early reading and language

development. They model ambitious vocabulary and engage children in purposeful conversation. As a result of the effective curriculum and its implementation, children leave the Reception Year well prepared for Year 1.

The school is inclusive. Staff identify pupils with special educational needs and/or disabilities (SEND) quickly. Extra support is effective and tailored to meet individual pupils' needs. This enables pupils with SEND to access the full curriculum and achieve similarly to their peers. The school's inclusive approach contributes to a supportive and respectful learning environment for all pupils.

Pupils have positive attitudes towards learning. This begins in the early years, where children learn to listen carefully, cooperate with others and maintain focus. Staff have high expectations for behaviour. These expectations are well taught and consistently reinforced. Pupils understand the school's rules and typically behave well in lessons and around the school. They learn to recognise and manage their emotions. Classrooms are calm, and routines are well embedded. Attendance is a high priority. The school monitors absence carefully. When concerns arise, it acts quickly. It works closely with families and external agencies to remove barriers and improve attendance.

Personal development is a strength. The provision covers a wide range of themes, including respect, diversity and future aspirations. Pupils are thoughtful and reflective. They have a good understanding of different faiths and cultures. The school offers a wide range of enrichment opportunities. Pupils attend lunchtime and after-school clubs that cater to a broad range of interests. These help to improve their confidence and self-esteem.

The governing body knows the school well. It understands the school's strengths and areas for improvement. Governors are ambitious for pupils and support leaders effectively. They consider staff workload and well-being. Staff feel well supported and are happy to work here.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not check what pupils know and can do effectively. They sometimes miss and do not correct errors and misconceptions in pupils' work. This hinders pupils' progress, learning and understanding. Teachers should ensure assessment is used effectively to identify, correct and address misunderstandings in pupils' work so all pupils progress as well as possible.
- The school has not monitored curriculum implementation effectively. This has resulted in teachers not having the guidance and support they require to teach the curriculum

consistently well. The school should be thorough when monitoring the implementation of the curriculum so teachers are provided with effective support and guidance to deliver their lessons consistently 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' 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	120920
Local authority	Norfolk
Inspection number	10378484
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair of governing body	Tim Jermyn
Headteacher	Rebecca Quinn
Website	www.hovetonstjohn.co.uk
Dates of previous inspection	6 and 7 November 2019, under section 5 of the Education Act 2005.

Information about this school

- The school is part of the Green Shoots Federation.
- The school provides a breakfast and after-school club.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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. Inspectors discussed the impact of the pandemic with the school and have

taken that into account in their evaluation of the school.

- The lead inspector met with governors, including the chair and vice-chair of the governing body, and a representative from the local authority.
- Inspectors met with the executive headteacher, the assistant headteacher, school leaders, staff and pupils.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- To evaluate the effectiveness of safeguarding, the inspectors 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.
- Inspectors considered responses to Ofsted's pupil and staff surveys. They also considered responses to Ofsted's online survey, Ofsted Parent View, including the free-text comments.

Inspection team

Benjamin Axon, lead inspector

His Majesty's Inspector

Rachael Judd

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025