

Inspection of Oulton Broad Primary School

Christmas Lane, Oulton Broad, Lowestoft, Suffolk NR32 3JX

Inspection dates:	25 and 26 March 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since July 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Oulton Broad is a unique and special place to learn. Everyone is proud to be a member of 'Team OB'. The school values of 'caring, learning and winning' are at the heart of everything the school does.

Pupils are happy, safe, keen and inquisitive. They praise the school for its many opportunities. Pupils value the school's ethos and the support that staff offer them. The quality of care that pupils receive enables them to thrive. Staff inspire pupils to have a go and learn new things. Pupils are confident and enthusiastic learners.

Learning is fun and exciting. All lessons have 'green light moments'. These encourage pupils to make links across subjects and with prior learning. Pupils achieve highly across all areas of the curriculum. They are articulate and reflect on their learning. Knowledgeable staff extend and expand pupils' interests. Pupils are exceptionally well prepared for the next stage in their education.

There are extensive opportunities for pupils to contribute to school life. Attendance is high. Pupils do not want to miss learning. Pupils demonstrate exemplary behaviour, attitudes and character. They hold strong moral values. Pupils thoroughly understand the principles of equality and valuing what makes each individual unique.

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

The school has carefully considered the content of the curriculum it wants pupils to learn and how this is organised and taught. For each subject, staff have agreed on the core knowledge, vocabulary and key concepts children need to learn. As soon as children start in the Nursery class, there is a sharp focus on developing language and communication skills. Building pupils' oracy and extending their use of language is a thread that runs throughout the curriculum and across the school.

Pupils understand that reading not only gives them pleasure but is also essential for them to be successful learners. Staff have adopted a systematic approach to the teaching of phonics. Regular checks of pupils at an early stage of reading help identify and address knowledge gaps swiftly. Highly individualised support ensures that pupils who find reading difficult catch up quickly. All staff are leaders of reading. Pupils read a wide variety of recommended books from the school's reading spine. They talk in detail about the style and genre of the texts they have studied and what they enjoy or dislike.

Pupils learn to apply different features of what they read in their writing across the curriculum. They learn how to entertain, inform, persuade and discuss. Pupils take pride in presentation. Their books demonstrate work that builds rich knowledge and skills over time. Each week, a 'green light write' encourages pupils to reflect on their learning and consider how to improve their work.

The school is equally ambitious for what pupils with special educational needs and/or disabilities (SEND) can achieve. Staff identify pupils' needs quickly and accurately. They

ensure pupils' needs are met so they progress well through the curriculum. Pupils in the Kingfishers class benefit from a bespoke curriculum expertly designed to meet their needs. As a result, pupils with SEND get the right teaching and help to achieve their potential.

Pupils' behaviour and attitudes are exemplary. In classes, there are moments of great enthusiasm, which then calm quickly as staff explain the next step in the learning. Pupils' motivation is high as they want to do well and improve. At breaktime and lunchtime, older pupils support younger pupils. There is something for everyone to do. There are opportunities to share books, relax and play games. At the end of each lunchtime, 'Team OB' dances together.

There is a wide range of clubs open to all pupils. These offer opportunities for pupils to explore talents and skills and discover new passions. There are meaningful roles and leadership opportunities for pupils. These include the school council, mathematics ambassadors, librarians and learning leads. Pupils' opinions are valued. They learn to become active members of their local community, for example, through visits to local care homes and litter picking.

Staff, parents and carers and pupils are overwhelmingly positive about the impact of the school's work. There is a shared belief that through caring, everyone can learn, and through learning, everyone is a winner. The school inspires confidence in staff, pupils and parents. Everyone is a leader, learner and teacher. Staff, pupils and parents have a voice. Their ideas are listened to and acted upon. The school ensures that all staff have the training, knowledge and skills required to deliver the ambitious curriculum. This enables all pupils to thrive and succeed.

Safeguarding

The arrangements for safeguarding are effective.

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	124676
Local authority	Suffolk
Inspection number	10378496
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	379
Appropriate authority	The governing body
Chair of governing body	Paul Scarlett
Headteacher	Jamie White
Website	www.oultonbroad.suffolk.sch.uk
Dates of previous inspection	16 and 17 July 2015, under section 5 of the Education Act 2005.

Information about this school

- The school does not use alternative provision.
- The school has a special educational needs unit called 'Kingfishers'. This is for 12 pupils with speech, language and communication needs and autism. All pupils attending the unit have an education, health and care plan.
- The school runs a before- and after-school club.

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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the senior leadership team, the special educational needs coordinator and members of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, history and geography. 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.
- The inspectors also discussed the curriculum and provision for pupils with SEND and sampled work from other areas of the curriculum.
- Inspectors considered the responses and free-text responses submitted by parents to the online survey, Ofsted Parent View. They also gathered parents' views by speaking to them at the end of the school day.
- 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.

Inspection team

Oriana Dalton, lead inspector

His Majesty's Inspector

Carol Dallas

Ofsted Inspector

Rob Edwards

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