

Inspection of Magdalen Gates Primary School

Bull Close Road, Norwich, Norfolk NR3 1NG

Inspection dates:	10 and 11 June 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

This is a school where pupils are happy, 'ready, respectful and safe'. They arrive on time, attend regularly and take pride in being part of the school community. Staff provide the care and support needed to help pupils be prepared for learning.

Pupils study a well-structured, ambitious curriculum that supports both their academic and personal development. Teachers set high expectations. Pupils achieve well across a range of subjects. They enjoy discussing their learning.

Pupils are polite, confident and well-behaved, showing curiosity, humour and empathy. From the early years, children learn to communicate, cooperate and build healthy relationships. Older pupils express their opinions clearly while listening and responding respectfully to others.

The school prioritises supporting pupils' emotional well-being and mental health. Pupils develop strategies to manage their emotions and speak openly about their concerns. Year 6 pupils are well prepared for and excited about moving to secondary school.

The school encourages pupils to take an active role in decision-making. Pupils apply for leadership positions and represent their peers in making decisions about school improvements. These opportunities contribute well to preparing pupils for active citizenship.

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

The school has reviewed its curriculum thoroughly. There is a consistent approach to teaching most subjects, including English and mathematics. In these subjects, the curriculum is well sequenced and builds pupils' knowledge and skills over time. This helps pupils build secure foundations for future learning. Staff check pupils' understanding. They provide pupils with guidance on how to improve their work. They check for gaps in pupils' knowledge and discuss emerging needs. This helps the school identify when pupils may need support or have a special educational needs and/or disabilities (SEND). Good teamwork with pupils and families helps pupils get the support they need to thrive as learners and achieve well.

Pupils begin learning phonics as soon as they start at the school. They look forward to taking home the books they read in school. Books are carefully selected to help pupils read words confidently using their phonics knowledge. There are daily opportunities to practise reading. This helps pupils gain the knowledge needed to become fluent and confident readers. Pupils take pleasure in reading. Staff choose books that reflect the interests and diversity of the school community. Pupils identify with characters in the books they read. They develop positive self-images and confidently talk about what makes them unique.

The school has ensured teachers have strong subject knowledge across the curriculum. Teaching is effective in most subjects. In some areas of the curriculum, where content is

newer, teaching does not fully help pupils remember and apply key knowledge effectively. The early years curriculum builds a solid foundation. It helps children start well and prepares them effectively for learning in Year 1.

Pupils behave well. Staff have consistently high expectations. They give positive feedback and praise. Staff know pupils well. They help pupils manage their emotions. They recognise triggers and intervene before pupils become unsettled. Classrooms are calm and purposeful. Playtimes are enjoyable and fun.

The school has tailored its personal development programme to fit its context and enhance pupils' knowledge and experiences. Pupils build a clear understanding of consent, respect, tolerance and equality. They talk about these topics confidently and maturely. They learn to keep both their bodies and minds healthy. Older pupils talk about how the school helps them make good choices and supports them during difficult times. A variety of planned experiences help pupils become responsible and respectful citizens. This prepares them well to contribute positively to society.

Leaders have successfully guided the school through a period of change. They have improved the curriculum and trained staff to provide ambitious learning. In making these changes, the school considers staff's workload and well-being. As a result of the changes made, pupils are achieving well. The school's high-quality pastoral care ensures pupils are ready and able to learn.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, teaching does not routinely help pupils remember and use the key knowledge it intends pupils to learn. As a result, there are gaps in pupils' knowledge and understanding. The school needs to ensure that, in these subjects, the curriculum is implemented effectively and teaching addresses gaps in pupils' knowledge and understanding.

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	120932
Local authority	Norfolk
Inspection number	10378485
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair of governing body	Kathryn Davenport
Headteacher	William Turnpenny (Co-Headteacher) Chloe Demeuzois (Co-Headteacher)
Website	www.magdalengates.norfolk.sch.uk
Dates of previous inspection	5 and 6 March 2024, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.
- The school runs a breakfast and after-school club.
- Interim co-headteachers have been in post since September 2024.

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.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the co-headteachers, the chair of the governing body and other members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, and history. 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.
- 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

Jo Nutbeam

Ofsted Inspector

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